

Revealing Gender Dynamics: Comparative Analysis of Religiosity, Emotional Intelligence, and Academic Resilience in Junior High School Students

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Abstract: In ever-developing social dynamics, understanding gender roles is becoming increasingly important. Previous research suggests that gender can influence how individuals respond to academic and emotional challenges, with factors such as religiosity and emotional intelligence playing an important role in this process. This study investigated gender differences in religiosity, emotional intelligence, and academic resilience among students aged 12–16 years. The method used is comparative quantitative. A total of 626 students (286 males and 340 females) were selected through simple random sampling. The data collection instruments used are the religiosity scale, emotional intelligence scale, and academic resilience scale, developed independently by the researcher and tested for validity and reliability. Data analysis uses the independent sample t-test. The results of data analysis on the religiosity variable show that there is a difference of $0.000 < 0.05$ in the religiosity of male and female students. In contrast, the emotional intelligence and academic resilience variables show that there is a difference in emotional intelligence of $0.145 > 0.05$ and academic resilience of $0.203 > 0.05$ in boys and girls. Overall, the results of this analysis provide important insights into the influence of gender on several aspects of student psychology and behavior. These results can be used to design more inclusive and gender-sensitive educational policies and programs, as well as support the holistic personal development of all individuals, regardless of gender.

Keywords: academic resilience; emotional intelligence; gender; religiosity

Abstrak: Dalam dinamika sosial yang terus berkembang, pemahaman tentang peran gender menjadi semakin penting. Penelitian sebelumnya menunjukkan bahwa gender dapat memengaruhi bagaimana individu menanggapi tantangan akademis dan emosional, dengan faktor-faktor seperti religio-sitas dan kecerdasan emosional memainkan peran penting dalam proses ini. Penelitian ini menyelidiki dampak gender terhadap religio-sitas, kecerdasan emosional, dan resiliensi akademik di kalangan siswa berusia 12-16 tahun. Metode yang digunakan adalah kuantitatif komparatif. Sebanyak 626 siswa (286 laki-laki, 340 perempuan) dipilih melalui pengambilan sampel acak sederhana. Instrumen pengumpulan data yang digunakan adalah skala religio-sitas, skala kecerdasan emosional, dan skala resiliensi akademik, yang dikembangkan secara mandiri oleh peneliti dan telah diuji untuk

validitas dan reliabilitasnya. Analisis data menggunakan uji t sampel independen. Hasil analisis data pada variabel religiositas menunjukkan adanya perbedaan $0,000 < 0,05$ dalam religiositas siswa laki-laki dan perempuan. Sebaliknya, untuk variabel kecerdasan emosional dan resiliensi akademik, terdapat perbedaan pada kecerdasan emosional sebesar $0,145 > 0,05$ dan resiliensi akademik sebesar $0,203 > 0,05$ antara anak laki-laki dan perempuan. Secara keseluruhan, hasil analisis ini memberikan wawasan penting mengenai pengaruh gender terhadap berbagai aspek psikologi dan perilaku siswa. Temuan ini dapat digunakan untuk merancang kebijakan dan program pendidikan yang lebih inklusif dan peka gender, serta mendukung pengembangan pribadi holistik semua individu, terlepas dari jenis kelaminnya.

Kata Kunci: resiliensi akademik; kecerdasan emosional; gender; religiositas

A. Introduction

The world of adolescents is interesting and complex. This phase of life is characterized by significant changes and growth in various aspects, including physical, emotional, and cognitive development. Unsurprisingly, this has attracted a lot of attention from researchers, educators, and parents. Understanding the intricacies of this period is essential to help the younger generation face the challenges and opportunities that come their way. Adolescence is defined as a period when a person grows from childhood to maturity or is in the process of maturation.¹ Experts also interpret adolescence as a transitional period or a transition period from childhood to adulthood or the age range of adolescence is generally between 11 and 21 years old.² In addition, adolescence can also be marked by the transition from elementary school to high school.

¹ Luc Goossens, "Theories of Adolescence," in *Handbook of Adolescent Development* (Psychology Press, 2020), 11–29, <https://doi.org/10.4324/9780203969861-2>.

² John Allan and Pat Dyck, "Theories of Adolescence: Developmental Curriculum," in *Betwixt & Between: Patterns of Masculine and Feminine Initiation*, ed. Louise Carus Mahdi, Steven Foster, and Meredith Little (Chicago: Open Court Publishing, 1987), 23–43; Laura M. DeRose and Jeanne Brooks-Gunn, "Transition into Adolescence: The Role of Pubertal Processes," in *Child Psychology: A Handbook of Contemporary Issues*, ed. Lawrence Balter and Catherine S. Tamis-LeMonda (London: Psychology Press, 2005), 385; J. Roy Hopkins, *Adolescence: The Transitional Years* (Cambridge: Academic Press, 2014); Elizabeth B. Hurllock, *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*, ed. Ridwan Max Sijabat, 5th ed. (Jakarta: Erlangga, 2002), 206; Shikha Kapur, "Adolescence: The Stage of Transition," *Horizons of Holistic Education* 2, no. 3 (2015): 233–250; Susan M. Sawyer et al., "The Age of Adolescence," *The Lancet Child & Adolescent Health* 2, no. 3 (2018): 223–28, [https://doi.org/10.1016/S2352-4642\(18\)30022-1](https://doi.org/10.1016/S2352-4642(18)30022-1).

Secondary school is in the form of junior high school and high school, however, education at the junior high school level is a crucial phase in a child's development, where they begin to form their identity and personality.³ Religiosity, emotional intelligence, and academic resilience are three highly influential components of students' academic success and emotional well-being. Religiosity is defined as a person's understanding and knowledge of the values contained in the religion he adheres to. It has an important role as a strategy or effort to cope with managing conditions to understand the meaning behind the difficulties and sufferings experienced. It can strengthen individuals by becoming better.⁴ Religiosity plays an important role in shaping an individual's identity, values, and behavior. As a dimension of spirituality in students' lives, religion can provide an important moral and ethical foundation. The results of a study showed that gender had a negative effect on adolescent religiosity where adolescent boys had a higher chance of religiosity than adolescent girls.⁵ Meanwhile, the results of other studies state that women's religiosity is higher than men's.⁶ It is certainly interesting to explore religiosity further from the perspective of gender.

In addition, academic resilience is identified as an important component in students' capacity to rise and overcome academic problems in the midst of the complexity of educational dynamics.⁷ However, it is important to approach this idea in a more focused way, looking at it through a gender lens. The gap in how men and women respond, cope, and thrive through academic challenges is of particular concern, as gender influences the formation of academic resilience. According to Anggraeni, women tend to focus more on emotional handling to

³ E. H. Erikson, *Identity, Youth, and Crisis* (New York: W.W. Norton and Company, 1968), 91-135.

⁴ Said Alwi, *Perkembangan Religiusitas Remaja* (Yogyakarta: Kaukaba Dipantara, 2014), 1-23; Barbara B. Holdcroft, "What is Religiosity," *Catholic Education: A Journal of Inquiry and Practice* 10, no. 1 (2006), <https://ejournals.bc.edu/index.php/cej/article/view/733>.

⁵ Eko Yuliarti Siroj, Euis Sunarti, and Diah Krisnatuti, "Keberfungsian Agama di Keluarga, Ancaman, Interaksi Teman Sebaya, dan Religiusitas Remaja," *Jurnal Ilmu Keluarga dan Konsumen* 12, no. 1 (2019): 13-25, <https://doi.org/10.24156/jikk.2019.12.1.13>.

⁶ Nadia Salsabila and Wiwien Dinar Pratisti, "Religiusitas, Jenis Kelamin dan Penyesuaian Diri pada Mahasiswa Universitas Muhammadiyah Surakarta Angkatan 2019." [Undergraduate Thesis] (Universitas Muhammadiyah Surakarta, 2021), 6-8.

⁷ Simon Cassidy, "The Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure," *Frontiers in Psychology* 7 (2016): 1787, <https://doi.org/10.3389/fpsyg.2016.01787>.

cope with the pressure or challenges they face, while men tend to use problem-focused handling and rely on logical reasoning to solve the problem at its source.⁸ This means that women tend to put more emphasis on overcoming emotional stress, while men tend to use a more rational approach to problem-solving.

Adolescents' ability to express and manage emotions effectively is important to emotional intelligence. Interestingly, research shows that emotional intelligence in adolescent boys and girls can differ in various ways. Late adolescent emotional intelligence analysis based on gender.⁹ Although some studies show that girls generally have higher emotional expression and emotional intelligence than boys,¹⁰ other studies suggest that the difference between the two sexes may not be significant.¹¹ It is generally believed that women tend to have a more empathetic nature and maternal nature, thus contributing to their higher emotional intelligence.¹² Female students also tend to be more aware of their emotions and better at managing them than male student.¹³ In addition, girls' friendships are often characterized by greater intimacy and understanding,¹⁴ which also contributes to their higher emotional intelligence.

⁸ Sitti Anggraini, "Resiliensi Akademik Ditinjau dari Jenis Kelamin pada Mahasiswa di Masa Pandemi COVID-19," *Empowerment Jurnal Mahasiswa Psikologi Universitas Buana Perjuangan Karawang* 2, no. 1 (2023): 64–69, <https://doi.org/10.36805/empowermentv2i1.651>.

⁹ Endang Mei Yunalia and Arif Nurma Etika, "Late Adolescent Emotional Intelligence Analysis Based on Gender," *Jurnal Keperawatan Jiwa* 8, no. 4 (2020): 477–84, <https://doi.org/10.26714/jkj.8.4.2020.477-484>.

¹⁰ Maryam Meshkat and Reza Nejati, "Does Emotional Intelligence Depend on Gender? A Study on Undergraduate English Majors of Three Iranian Universities," *Sage Open* 7, no. 3 (2017): 215824401772579, <https://doi.org/10.1177/2158244017725796>; M. T. Sánchez-Núñez et al, "Does Emotional Intelligence Depend on Gender? The Socialization of Emotional Competencies in Men and Women and Its Implications," *Electronic Journal of Research in Educational Psychology* 6, no. 2 (2008): 455–74; M. T. Sánchez-Núñez, C. Rubio Medina, and N. García Rubio, "Gender Differences in Perceptive Emotional Adjustment of Parents on Their Children's Emotional Intelligence," *Psychology* 9, no. 1 (2018): 124–43, <https://doi.org/10.4236/psych.2018.91009>.

¹¹ Abdullah Maria Chong et al, "Emotional Intelligence and At-Risk Students," *Sage Open* 5, no. 1 (2015): 215824401456476, <https://doi.org/10.1177/2158244014564768>.

¹² Ong Sze Chong, Zamri Mahamod, and Hamidah Yamat, "Faktor Jantina, Kaum, Aliran Kelas dan Hubungannya dengan Kecerdasan Emosi Murid dalam Mempelajari Bahasa Melayu," *Jurnal Pendidikan Bahasa Melayu* 3, no. 1 (2016): 12–23, <https://spaj.ukm.my/jpbm/index.php/jpbm/article/view/55>.

¹³ Joan Meyers-Levy and Barbara Loken, "Revisiting Gender Differences: What We Know and What Lies Ahead," *Journal of Consumer Psychology* 25, no. 1 (2015): 129–49, <https://doi.org/10.1016/j.jcps.2014.06.003>.

¹⁴ Chong Man Chow, Holly Ruhl, and Duane Buhrmester, "The Mediating Role of Interpersonal Competence between Adolescents' Empathy and Friendship Quality: A Dyadic Approach," *Journal of Adolescence* 36, no. 1 (2013): 191–200, <https://doi.org/10.1016/j.adolescence.2012.10.004>.

An in-depth understanding of religiosity, academic resilience, and emotional intelligence, in education has been an important highlight in efforts to understand the complexity of student development. This study explores the dimensions of these three factors by focusing on gender differences. The presence of a gender element opens the door to understanding how academic resilience, emotional intelligence, and religiosity can thrive and uniquely impact both male and female students. According to the researchers, gender was chosen as a factor because it believed there might be differences in traits between male and female students. This is in line with the idea of Hoang¹⁵ that gender can indirectly affect attitudes and motivation to learn. Hoang's journal discusses the fundamental differences between men and women, and these differences can impact different aspects of life. Therefore, the purpose of this study is to find out the variation of academic resilience, emotional intelligence, and religiosity of students reviewed by gender.

Method

This study uses quantitative research with a type of comparative research. This study involved 626 junior high school students aged 12-16 years, with a total of 286 males and 340 females. In this study, the number of samples was determined using the Slovin formula and the simple random sampling technique was employed to select participants. The data collection instrument used in the study uses an academic resilience scale developed by researchers based on theory Cassidy.¹⁶ The validity of the scale was tested using product moment analysis, and 47 valid statement items were obtained. The reliability of the scale was tested using Cronbach's alpha, which obtained a score of 0.943, placing the academic resilience scale in the very good category. Similarly, the emotional intelligence instrument used in this study was developed by researchers based on theory Goleman.¹⁷ The validity test used product moment

¹⁵ Thienhuong N. Hoang, "The Effects of Grade Level, Gender, and Ethnicity on Attitude and Learning Environment in Mathematics in High School," *International Electronic Journal of Mathematics Education* 3, no. 1 (2008): 47-59, <https://doi.org/10.29333/iejme/217>.

¹⁶ Diki Herdiansyah and Mufied Fauziah, "Development of Academic Resilience Instrument for Junior High School Students: A Rasch Model Analysis," *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran* 10, no. 4 (2024): 1305-16, <https://doi.org/10.33394/jk.v10i4.11322>.

¹⁷ Daniel Goleman, *Kecerdasan Emosional: Mengapa EI Lebih Penting daripada IQ* (Jakarta: Gramedia Pustaka Utama, 2015), 43-156.

analysis, and obtained 41 valid statement items. The reliability of the emotional intelligence questionnaire was tested using Cronbach's alpha with a score of 0.938, so the questionnaire was in the very good category. Finally, the religiosity instruments used in the research are developed based on theory Huber & Huber.¹⁸ The validity of the instrument was tested using product moment analysis, and 28 valid statement items were obtained. The reliability of the instrument was tested using Cronbach's alpha and a score of 0.903 was obtained, so the questionnaire was in the very good category; an online survey distributed the instrument. Data analysis uses an independent t-test sample.

Results

After conducting an in-depth research process and careful data analysis, researchers have collected and processed relevant information to answer this research question. The results show significant findings and provide valuable new insights related to the studied topic. In the following, we will explain in detail the results obtained from this study in Table 1. along with their interpretations and implications. Based on the results of Table 1 analysis, it can be known that the academic resilience variable of the sig value (2-tailed) > 0.05 , which is $0.203 > 0.05$, means that there is no difference in academic resilience in men or women. In the variable of emotional intelligence variable, the value of sig (2-tailed) > 0.05 , which is $0.145 > 0.05$, means no difference in emotional intelligence in men and women. Meanwhile, in the religiosity variable, the value of sig (2-tailed) < 0.05 , which is $0.000 < 0.05$, means there is a difference in religiosity in men and women.

Table 1
Results of Comparative Analysis

Variable	F	Sig	t	Df	Sig (2-tailed)	Mean Difference	Std. Error Difference
Academic Resilience	0,130	0,718	-1,275	624	0,203	-1,511	1,184
Emotional Intelligence	0,653	0,419	-1,461	624	0,145	-1,597	1,093
Religiosity	0,194	0,660	-3,682	624	0,000	-2,654	0,721

¹⁸ Stefan Huber and Odilo W. Huber, "The Centrality of Religiosity Scale (CRS)," *Religions* 3, no. 3 (2012): 710–24, <https://doi.org/10.3390/rel3030710>.

Discussion

The results of the analysis of the religiosity variable showed that there was a difference in the religiosity of male and female students. This is in accordance with the research of.¹⁹ This shows a significant difference in religiosity between men and women. Religiosity, which measures the extent to which a person is committed to his or her religious beliefs and practices, indicates differences based on gender. The results of the analysis showing the differences in religiosity between male and female students reflect the complex interplay of biological, social, and cultural factors in shaping an individual's religious experience. Females tend to exhibit higher levels of religiosity compared to males, possibly due to social norms that position women in roles more frequently associated with caregiving and family life, which are often linked to religious values. In contrast, males experience different social expectations that influence how they practice religion. In many cultures, men are more often involved in public or professional roles that are not always focused on religious activities, while women are commonly seen as the custodians of religious traditions within the family, thus increasing their engagement in daily religious practices.

Additionally, these differences in religiosity are also influenced by psychological factors, with women being more likely to embrace religious values and experience a deeper emotional connection to religious experiences, while men often view religion in more rational and functional terms. Educational factors also play a role in shaping religiosity, as curricula that integrate religious values can impact students' levels of religiosity, though gender differences remain significant. These findings serve as a reminder that religiosity is not a static concept, but one that evolves within a dynamic social, cultural, and psychological context. Therefore, it is essential to understand religiosity within a broader framework that considers the factors shaping each individual's religious identity and experience.

The analysis of the academic resilience variable showed no difference between the academic resilience of female and male students at the junior high

¹⁹ Maksym Bryukhanov and Igor Fedotenkov, "Gender Differences in Religiosity: A Report on Russian Data," *Journal of Gender Studies* 32, no. 2 (2023): 107-23, <https://doi.org/10.1080/09589236.2021.1962702>.

school level. This is in line with previous research such as who researches on students,²⁰ who researched on high school students,²¹ who researched on junior high school students,²² and which researched elementary school students who found that there was no difference between male and female academic resilience,²³ so that the results of this study strengthened the results of previous studies. This means that academic resilience is not affected by gender, meaning that gender factors do not affect a person's academic resilience, so academic resilience does not depend on gender. In other words, men and women have relatively similar levels of academic resilience. Academic resilience, which reflects an individual's ability to stay afloat and adapt in the face of academic adversity, is not influenced by gender.

In the context of gender, although there is an assumption that males and females may respond differently to academic pressures or challenges, this study shows that such differences do not create disparities in their academic resilience. This could be attributed to the social and educational developments that increasingly promote gender equality at various educational levels. Today,

²⁰ Sitti Anggraini, "Resiliensi Akademik Ditinjau dari Jenis Kelamin pada Mahasiswa di Masa Pandemi COVID-19"; Aldini Oktavianti, Vina Dartina, and Ananda Rachmaniar, "Profil Resiliensi Akademik berdasarkan Jenis Kelamin pada Mahasiswa yang Menyusun Skripsi," *Jurnal Dimamu* 3, no. 2 (2024): 134–41, <https://doi.org/10.32627/dimamu.v3i2.947>; Fatma Nofrizza, Chandra Dewi Sukma Wardani, and Dony Darma Sagita, "Rasch Analysis: Academic Resilience of Students Based on Gender," *JURKAM: Jurnal Konseling Andi Matappa* 4, no. 3 (2020): 86–91, <https://journal.stkip-andi-matappa.ac.id/index.php/jurkam/article/view/667>; Suciani Latif and Muhammad Amirullah, "Students' Academic Resilience Profiles based on Gender and Cohort," *Jurnal Kajian Bimbingan dan Konseling* 5, no. 4 (2020): 175–82, <https://doi.org/10.17977/um001v5i42020p175>.

²¹ Dinda Putri Ramadhani et al., "Resiliensi Akademik Siswa SMA Muhammadiyah 2 Sidoarjo pada Masa Pembelajaran Tatap Muka Terbatas (PTM-T): Analisis berdasarkan Jenis Kelamin," *Jurnal Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia* 9, no. 1 (2023): 8–22, <https://doi.org/10.31602/jmbkan.v9i1.8561>; Mustapha Amoada et al., "Gender Differences in Academic Resilience and Well-being among Senior High School Students in Ghana: A Cross-Sectional Analysis," *Children* 11, no. 5 (2024): 512, <https://doi.org/10.3390/children11050512>.

²² Nabila Nurika Utada, Yulia Fitriani, and Yuarini Wahyu Pertiwi, "Resiliensi Akademik pada Siswa SMPN 08 Tambun Selatan Pasca Pandemi Covid-19 Ditinjau dari Jenis Kelamin," *Social Philanthropic* 2, no. 1 (2023): 52–58, <https://ejurnal.ubharajaya.ac.id/index.php/JSP/article/view/2039>; Afi Faturrohman and Dony Darma Sagita, "Academic Resilience of High School Students based on Gender Types at Limited Face to Face Learning Time," *Enlighten (Jurnal Bimbingan dan Konseling Islam)* 6, no. 2 (2023): 100–110, <https://doi.org/10.32505/enlighten.v6i2.4862>.

²³ Fitri Dewi, Eddy Noviana, and Syahrilfuddin Syahrilfuddin, "Analisis Tingkat Resiliensi Akademik Berbasis Gender Siswa Kelas V Sekolah Dasar di Pekanbaru," *Jurnal Pendidikan dan Konseling (JPDK)* 5, no. 2 (2023): 1472–1480, <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/12993>.

both males and females are expected to possess the same skills in addressing academic challenges, and both have equal access to resources that can enhance their resilience, such as counseling, mentoring, and support from family and friends.

However, while there are no significant differences in academic resilience between genders, it is important to note that the challenges faced by male and female students in the academic environment may differ. For instance, gender stereotypes that persist in certain social contexts can influence how male and female students are treated or how they experience academic pressure. Therefore, it is crucial to consider the social and cultural factors that affect their learning experiences.²⁴ Overall, while gender factors do not significantly impact academic resilience levels, this study highlights the importance of developing academic resilience as a skill that can be learned and influenced by various factors. Thus, education that focuses on empowering all students—both male and female—in developing this skill will contribute more to their academic success.

The results of the study on the variable of emotional intelligence showed that there was no difference in emotional intelligence in male and female students. This is in line with the results of the study Yunalia and Etika,²⁵ Nyiagani and Kristinawati,²⁶ and Faisal and Netrawati.²⁷ This suggests no significant difference in emotional intelligence between men and women. Emotional intelligence, which includes the ability to recognize, understand, and manage one's own emotions as well as the emotions of others, also shows no differences based on gender. This indicates that both men and women have the same potential regarding emotional management and understanding. This shows that emotional intelligence is a capacity that can develop equally in all individuals, regardless of gender.

²⁴ Susan A. Dumais, "Cultural Capital, Gender, and School Success: The Role of Habitus," *Sociology of Education* 75, no. 1 (2002): 44–68, <https://doi.org/10.2307/3090253>.

²⁵ Yunalia and Etika, "Late Adolescent Emotional Intelligence Analysis Based on Gender."

²⁶ Pujining Wanodya Nyiagani and Wahyuni Kristinawati, "Kecerdasan Emosi dengan Resiliensi berdasarkan Jenis Kelamin pada Remaja di Panti Asuhan," *Philanthropy: Journal of Psychology* 5, no. 2 (2021): 295–305, <https://doi.org/10.26623/philanthropy.v5i2.4446>.

²⁷ Atiqul Ilmi El Faisal and Netrawati Netrawati, "Perbedaan Kecerdasan Emosional Remaja Pertengahan Ditinjau Dari Jenis Kelamin," *Ristekdik: Jurnal Bimbingan dan Konseling* 8, no. 1 (2023): 91–99, <http://jurnal.um-tapsel.ac.id/index.php/Ristekdik/article/view/9781>.

However, although no significant differences were found in emotional intelligence, it is important to view this phenomenon more broadly by considering the social, cultural, and psychological factors that influence the development of emotional intelligence.²⁸ Socially, many factors can affect how individuals develop their emotional intelligence, which is often shaped by the norms prevalent in society. In many cultures, males and females are raised with different social expectations regarding emotional expression. Males tend to be encouraged to suppress their emotions, demonstrate assertiveness, and avoid showing weakness, while females are often encouraged to express their feelings more openly and empathetically.

However, despite these social norms, they do not hinder the general development of emotional intelligence. Research shows that emotional intelligence can be developed through life experiences and adequate education.²⁹ Both males and females can learn effective ways to recognize, understand, and manage their emotions, although the ways they express or respond to emotions may differ based on the social learning they have received. This suggests that emotional intelligence is a capacity that can develop flexibly and is not limited to one gender. The educational environment also plays a crucial role in shaping emotional intelligence. Teachers and parents, as the primary social influences on children, have a significant impact in supporting the development of students' social and emotional skills. Character education that emphasizes the development of empathy, self-regulation, and inter-

²⁸ Zahra Bagheri, Azlina Mohd Kosnin, and Mohammad Ali Besharat, "The Influence of Culture on the Functioning of Emotional Intelligence," in *2nd International Seminar on Quality and Affordable Education (ISQAE 2013)* (Universiti Teknologi Malaysia, 2013), 123–27; Jabbarova Telli Rahim, "The Role of Family and Culture in the Development of Emotional Intellect," *Technium Social Sciences Journal* 11 (2020): 242–49, <https://doi.org/10.47577/tssj.v11i1.1543>; Marjaana Gunkel, Christopher Schlägel, and Robert L. Engle, "Culture's Influence on Emotional Intelligence: An Empirical Study of Nine Countries," *Journal of International Management* 20, no. 2 (2014): 256–74, <https://doi.org/10.1016/j.intman.2013.10.002>.

²⁹ Reuven Bar-On, Jacobus G. Maree, and Maurice Jesse Elias, eds., *Educating People to Be Emotionally Intelligent* (Westport: Praeger Publishers/Greenwood Publishing Group, 2007), 1–12; Karolis Anaktototy et al., "The Importance of Emotional Intelligence in Education: Preparing an Emotionally Resilient Generation," *Edumaspul: Jurnal Pendidikan* 8, no. 1 (2024): 552–61, <https://doi.org/10.33487/edumaspul.v8i1.7680>; P. Salovey and D. J. Sluyter, eds., *Emotional Development and Emotional Intelligence: Educational Implications* (New York: Basic Books, 1997), 3–30; Markel Rico-González, "Developing Emotional Intelligence through Physical Education: A Systematic Review," *Perceptual and Motor Skills* 130, no. 3 (2023): 1286–1323, <https://doi.org/10.1177/00315125231165162>.

personal skills can help children of both genders develop their emotional intelligence in a healthy way. Curricula that integrate emotional education will be highly beneficial in creating an environment that supports the holistic growth of emotional intelligence.

Furthermore, emotional intelligence is not a fixed or static ability. It can continue to develop throughout life, influenced by social experiences, education, and age. Children raised in environments that encourage emotional openness and healthy communication tend to have better emotional intelligence.³⁰ Therefore, the development of emotional intelligence needs to consider the individual as a whole, taking into account internal factors such as personality and external factors such as the social and educational experiences they receive.

Thus, the findings of this study suggest that emotional intelligence is a capacity not constrained by gender. Both males and females have equal potential to develop emotional intelligence, and social, cultural, and educational factors play a crucial role in this development process. Therefore, it is essential to continue promoting inclusive education that not only focuses on cognitive development but also emotional growth, so that each individual, regardless of gender, can optimally manage and develop their emotional intelligence.

Overall, the results of this analysis provide important insights into the influence of gender on several aspects of student psychology and behavior. The absence of significant differences in academic resilience and emotional intelligence between men and women suggests that both groups have equal capacities in facing academic challenges and managing emotions. It also indicates that education and interventions aimed at improving academic resilience and emotional intelligence can be universally applied without separating by gender. Although no significant differences were found between males and females in the two variables, these findings prompt us to better

³⁰ Li Wenling et al., "Exploring the Impact of Emotional Education in Parent-Child Interactions on Early Childhood Emotional Intelligence Development," *International Journal of Academic Research in Progressive Education and Development* 12, no. 3 (2023), <https://doi.org/10.6007/ijarped/v12-i3/18088>; María Trinidad Sánchez-Núñez et al., "Emotional Intelligence and Mental Health in the Family: The Influence of Emotional Intelligence Perceived by Parents and Children," *International Journal of Environmental Research and Public Health* 17, no. 17 (2020): 6255, <https://doi.org/10.3390/ijerph17176255>; Dona Tihneke, "Fungsi Keluarga dalam Membentuk Kecerdasan Emosional pada Anak," *Pancawahana: Jurnal Studi Islam* 13, no. 2 (2018): 80–92, <https://ejournal.kopertais4.or.id/tapalkuda/index.php/pwahana/article/view/3259/>.

understand the dynamics influencing both genders in facing academic challenges and managing emotions.

First, these findings emphasize that both males and females possess equal potential in developing academic resilience and emotional intelligence. Both variables are crucial for adapting, coping with stress, and maintaining emotional balance in daily life. This suggests that both genders have similar foundational abilities to manage these challenges, thereby opening up opportunities for education that is inclusive and based on individual needs, rather than gender stereotypes.

However, while gender differences were not significant in academic resilience and emotional intelligence, the influence of other factors that may affect these outcomes cannot be ignored. For example, socioeconomic background, family support, and cultural factors each play a role in shaping how individuals cope with challenges.³¹ Education that effectively enhances resilience and emotional intelligence should consider the diversity of students' social and psychological conditions, not just gender aspects. This underscores the importance of a holistic approach that views students as individuals with unique experiences shaped by various internal and external factors.

Moreover, while this analysis shows gender equality in some aspects, it is important to further explore the differences in how each gender responds to academic and social pressure. Previous research suggests that males and females may develop different strategies for coping with stress, which can influence how they interact in academic settings. For instance, males tend to express stress externally, such as through aggressive behavior or withdrawal, while females are more often encouraged to express their emotions openly and empathetically, by talking or seeking social support. Although this is not directly related to emotional intelligence or academic resilience, it can provide additional insights into how each gender processes and responds to the challenges they face.

³¹ Beri Nimisha and Kumar Deepak, "Predictors of Academic Resilience among Students: A Meta Analysis," *I-Manager's Journal on Educational Psychology* 11, no. 4 (2018): 37–44, <https://doi.org/10.26634/jpsy.11.4.14220>; Francisco J. García-Crespo, Rubén Fernández-Alonso, and José Muñiz, "Academic Resilience in European Countries: The Role of Teachers, Families, and Student Profiles," ed. Eduardo Fonseca-Pedrero, *Plos One* 16, no. 7 (2021): e0253409, <https://doi.org/10.1371/journal.pone.0253409>.

On the other hand, this study also suggests that success in developing emotional intelligence and resilience does not solely depend on individual internal factors but also on a supportive educational environment. Therefore, existing educational policies should encourage the creation of inclusive and adaptive spaces where both genders can thrive without the constraints of stereotypes or limiting social norms. For example, approaches based on positive reinforcement, coping skills training, and psychological support should be accessible to all students, regardless of gender. This also includes implementing programs that promote equality, cooperation, and respect for differences, both in terms of gender and background.

Overall, while this analysis provides a picture that gender does not determine a student's basic capacity to face academic and emotional challenges, broader contextual factors still play a significant role. With a more comprehensive and holistic educational approach, we can maximize the potential of every individual, regardless of gender, and create a more equitable and empowering learning environment for all students. This approach not only focuses on enhancing academic resilience and emotional intelligence but also on strengthening values of equality, empathy, and mutual support in building a more inclusive and harmonious society.

In the next variable, namely finding significant differences in religiosity between males and females, highlighting the complexity of the factors influencing individual beliefs and religious practices. Although religiosity is often considered a universal aspect of human life, the research findings show that females and males experience religious life differently, influenced by various gender-specific variables. Understanding the factors underlying these differences is crucial, as they relate not only to the individual level but also to broader social, cultural, and historical structures.

One factor influencing religiosity is the social construction related to gender roles. From an early age, males and females are often shaped to adopt certain attitudes and roles in society, including in religious matters. In many cultures, females are frequently associated with more emotional and spiritual traits, which can encourage them to be more involved in religious practices, deep religious feelings, or taking on the role of nurturing religious values within the family. In contrast, males are often expected to be more rational and engaged in public or social roles that may make them more inclined to approach religion in a more normative or institutional way.

Cultural and social factors also play an important role in shaping religiosity.³² In some societies, females are often faced with social expectations that require them to exhibit more intense religiosity, for example, through participation in religious activities at home or within female social groups. On the other hand, males may be more influenced by norms emphasizing rationality and social success, which could reduce the intensity of their religious practices. The influence of family, education, and access to information also significantly affects how each gender interprets religious teachings and interacts with religious communities.

However, despite the differences in religiosity levels between males and females, this does not mean that both genders cannot develop religiously in parallel. On the contrary, understanding these differences opens up opportunities for further research on how cultural and social environments interact to shape religiosity. More in-depth studies will provide insights into how religious education can be tailored to address the specific needs and challenges faced by each gender. As a result, gender-sensitive educational programs can be designed that not only accommodate these differences but also promote the strengthening of religious values that are more inclusive and mutually supportive between males and females.

Therefore, overall, the results of the analysis indicate that gender does not significantly affect or cause any notable differences between males and females in the variables of academic resilience and emotional intelligence. These two aspects, which involve the ability to manage academic challenges and emotions, appear to be influenced more by individual factors, such as personal experiences, social support, and psychological skills acquired, rather than by gender itself. This leads to the understanding that both males and females have equal capacities to develop resilience and emotional intelligence. However, a different result was found in the variable of religiosity, where significant differences between males and females were observed. This difference suggests that gender does have an impact on how individuals experience and practice

³² Miran Lavrič and Sergej Flere, "The Role of Culture in the Relationship between Religiosity and Psychological Well-being" *Journal of Religion and Health* 47, no. 2 (2008): 164–75, <https://doi.org/10.1007/s10943-008-9168-z>; Andrew Lindridge, "Religiosity and the Construction of a Cultural-consumption Identity," *Journal of Consumer Marketing* 22, no. 3 (2005): 142–51, <https://doi.org/10.1108/07363760510595968>.

religious values. The role of gender in religiosity is often influenced by cultural and social norms that dictate the roles of males and females in religious life. Therefore, while gender factors do not affect academic resilience and emotional intelligence, they do play a significant role in religiosity. This suggests that, while academic resilience and emotional intelligence reflect gender equality, religiosity reveals significant differences, influenced by cultural, social, and environmental factors that shape how males and females engage in religious life.

Considering in the era of education is increasingly developing, understanding the various factors that affect student development is very important. Religiosity, which reflects how individuals engage and internalize religious values, is often important in shaping students' morals and ethics. Meanwhile, emotional intelligence, which includes the ability to recognize, understand, and manage emotions, plays a crucial role in social interaction and students' mental well-being. Academic resilience, or the ability to bounce back from academic difficulties, largely determines how students can face learning challenges and achieve academic success.

Therefore, the implication of the results suggest that interventions aimed at improving academic resilience and emotional intelligence should be implemented universally, irrespective of gender. These interventions should focus on equipping all students with the skills necessary to manage academic stress, approach failure with a positive mindset, and adapt to change.³³ Programs emphasizing the development of emotional intelligence, such as social skills training and stress management programs,³⁴ should be accessible to all students. These programs could include mindfulness techniques.³⁵

³³ Deti Rostini et al., *Manajemen Pendidikan: Untuk Pengembangan Karakter dan Prestasi Siswa* (Lombok Tengah: Penerbit P4I, 2023), 17–24; Andi Muh Akbar Saputra et al., *Pendidikan Karakter di Era Milenial: Membangun Generasi Unggul dengan Nilai-nilai Positif* (Jambi: Sonpedia Publishing Indonesia, 2023), 1–17; Herio Rizki Dewinda, Linda Fitria, and Indra Wijaya, *Resiliensi Remaja* (Surabaya: Scopindo Media Pustaka, 2024), 54–60.

³⁴ Fahru Riza and Yoto Yoto, “Membangun Kecerdasan Emosional Siswa SMK untuk Menjawab Tantangan Industri Modern,” *Briliant: Jurnal Riset dan Konseptual* 8, no. 4 (2023): 940–47, <https://doi.org/10.28926/briliant.v8i4.1643>.

³⁵ Nihan Erdemir, Ferhat Karanfil, and Raziye Şengül, “Enhancing Academic Resilience through Mindfulness-based Practices in the Schools: A Study on Vocational High School Students,” *Psychology in the Schools* 61, no. 6 (2024): 2359–75, <https://doi.org/10.1002/pits.23168>; Yu Wang and Feng Kong, “The Role of Emotional Intelligence in the Impact of Mindfulness on Life Satisfaction and Mental Distress,” *Social Indicators Research* 116, no. 3 (2014): 843–52, <https://doi.org/10.1007/s11205-013-0327-6>; César Rodríguez-Ledo et al., “Emotional Intelligence

Problem-solving skills³⁶ and time management strategies, which are beneficial for the academic and emotional well-being of all individuals.

The significant differences in religiosity between males and females suggest that the factors influencing religious engagement are not uniform across genders. It is essential to delve deeper into the influence of cultural and social environmental factors on religiosity. Educational programs can utilize these findings to design gender-sensitive approaches for imparting religious and ethical values. In educational practice, it is crucial to consider how religious values are both conveyed and received by students.³⁷ Curricula incorporating religious education should tailor content to accommodate the differing needs and interests of male and female students. Inclusive and gender-sensitive religious education can foster an environment that nurtures positive moral and ethical growth.³⁸ For instance, in the context of a religion or ethics class, teaching approaches should encompass perspectives relevant to the experiences of both genders while also upholding universal values.

Meanwhile, the implications in guidance and counseling as those who play a role in helping students achieve optimal development are that the guidance approach must consider the gender context when providing support for religiosity. Counselors can design programs supporting academic resilience tailored to individual needs, avoiding assumptions about gender differences in ability or difficulty. This could involve offering additional resources such as tutoring or special support for students encountering challenges. Counseling

and Mindfulness: Relation and Enhancement in the Classroom with Adolescents,” *Frontiers in Psychology* 9 (2018): 2162, <https://doi.org/10.3389/fpsyg.2018.02162>; Joseph Ciarrochi and Claire Godsell, *Mindfulness-Based Emotional Intelligence: Research and Training*, ed. Vanessa Urch Druskat, Gerald Mount, and Fabio Sala, *Linking Emotional Intelligence and Performance at Work* (Psychology Press, 2013), <https://doi.org/10.4324/9780203763896-3>.

³⁶ James D. Hess and Arnold C. Bacigalupo, “Enhancing Management Problem-Solving Processes through the Application of Emotional Intelligence Skills,” *Journal of Management Policies and Practices* 2, no. 3 (2014): 1–17, <https://doi.org/10.15640/jmpp.v2n3a1>; Sara Shahbazi et al, “Effects of Problem-Solving Skill Training on Emotional Intelligence of Nursing Students: An Experimental Study,” *Journal of Education and Health Promotion* 7, no. 1 (2018): 156, https://doi.org/10.4103/jehp.jehp_50_18.

³⁷ Santy Andrianie, Laelatul Arofah, and Restu Dwi Ariyanto, *Karakter Religius: Sebuah Tantangan dalam Menciptakan Media Pendidikan Karakter* (Pasuruan: Penerbit Qiara Media, 2022), 23–24.

³⁸ Hamidulloh Ibda and Andrian Gandhi Wijanarko, *Pendidikan Inklusi Berbasis GEDSI (Gender Equality, Disability and Social Inclusion)* (Bantul: Mata Kata Inspirasi, 2023), 1–12.

programs centered on developing emotional intelligence should impart emotional management and social interaction skills beneficial to all students. Training in communication skills, empathy, and conflict resolution should be universally available, given the significance of emotional intelligence in mental well-being and healthy interpersonal relationships.³⁹ For students with religious inclinations, counselors should provide support considering their cultural and religious backgrounds, enabling them to develop gender-sensitive guidance programs addressing religiosity. Programs integrating religious or spiritual values into education should be tailored to understand and accommodate differences in how males and females internalize these values. This entails comprehending how religiosity influences students' perspectives and needs and providing an environment for exploration and discussion sensitive to individual values.

Hence, counselors and educators must collaborate to develop gender-sensitive and inclusive programs.⁴⁰ For instance, counselors can conduct sessions discussing ways for highly religious students to integrate their beliefs with academic and social activities. Similarly, counselors can help less religious students comprehend how moral and ethical values, including those derived from religiosity, contribute to their overall development. This encompasses training for teachers and staff on accommodating gender differences in education and guidance to ensure all students feel valued and supported in the learning process.

It is imperative to note that a universal approach does not imply that every student has the same needs or responds to interventions similarly. Therefore, guidance and counseling should also consider individual needs, with each student potentially requiring a personalized approach tailored to their specific situation and context.

Further research can explore the factors that contribute to differences in religiosity and identify possible interventions to support the development of academic resilience and emotional intelligence regardless of gender. An in-depth analysis of the influence of culture and social environment on religiosity will also

³⁹ Andi Kurniawan, "Membongkar Mitos Kecerdasan Emosional Kunci Kesuksesan Pribadi Dan Profesional," 2024.

⁴⁰ Ibda and Wijanarko, *Pendidikan Inklusi Berbasis GEDSI (Gender Equality, Disability and Social Inclusion)*, 1–12.

be an interesting topic. As such, these findings not only provide a better understanding of the role of gender in education, but also offer practical guidance for developing more inclusive and effective education policies and programs.

Conclusion

This research provides valuable insights into the differences and similarities between men and women in facing academic challenges and managing emotions. Overall, the study indicates that there are no significant differences between men and women in terms of academic resilience and emotional intelligence. These findings confirm that both men and women possess equal abilities to cope with academic challenges and manage their feelings or emotions, which are crucial in the context of education. In other words, both genders have the same potential to thrive under academic pressure and to develop emotional skills that support their well-being in a learning environment.

However, despite the lack of significant differences in academic resilience and emotional intelligence, the study also reveals notable differences in religiosity between men and women. This finding suggests that other factors, beyond academic resilience and emotional intelligence, play a significant role in shaping how men and women experience and practice their religious beliefs. The differences in religiosity open the door to a deeper understanding of how social, cultural, and life experiences influence the way individuals live their religious lives, likely shaped by the gender norms present in society.

These differences indicate that religiosity is more influenced by social and cultural constructs, which can differ for each gender. For example, in many cultures, men and women often have distinct roles in religious practices. Men may be more involved in public religious activities, while women may participate more in private or domestic religious activities. This suggests that the religious experiences of men and women can be quite different, even though both may identify as religious individuals.

The findings of gender equality in academic resilience and emotional intelligence provide important opportunities to design more inclusive educational interventions. Since no significant differences exist in these two areas based on gender, programs or interventions focused on enhancing academic resilience and emotional intelligence can be applied universally,

without the need to account for gender differences. This creates an opportunity to establish an equitable educational environment where all individuals, regardless of gender, have equal chances to develop these crucial skills. This approach can also contribute to better academic performance and more balanced emotional well-being for all students.

However, the significant difference in religiosity highlights the need for special attention to gender factors when designing educational programs related to religious values. Education that is more sensitive to these differences will be better able to support authentic spiritual experiences for students from diverse gender backgrounds. Integrating religious values into the curriculum or educational programs should take into account the different ways men and women practice religion and consider how cultural and social influences shape these religious practices. This is essential for ensuring that education provides space for students to explore and develop their religious understanding without gender-based pressures or limitations.

This study also opens opportunities for further, more in-depth research into the factors influencing the differences in religiosity between men and women. Factors such as family influence, education, and social environment need to be further explored to understand how these differences are formed. Additionally, it is important to explore how religious values contribute to students' personal and social development and how education can help individuals balance their academic and spiritual lives.

Overall, the findings of this research provide a more comprehensive picture of gender equality in academic resilience and emotional intelligence, while also highlighting the importance of gender differences in the context of religiosity. These findings can be used to design policies and educational programs that are more inclusive and gender-sensitive, as well as support the holistic personal development of all individuals, regardless of their gender.[s]

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