

A Comparative Study of Emotional Intelligence and Learning Outcomes of Full-Day and Boarding School Students

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Abstract

This study aimed to determine the difference in emotional intelligence and Islamic religious education learning outcomes of full-day and boarding school seventh-grade students at Diponegoro Junior High School, Depok, Yogyakarta, in the 2022/2023 academic year. A quantitative approach with ex post facto design (causal-comparative) was employed. The population was all seventh-grade students, namely 180 students. 32 full-day and 32 boarding school students were selected as samples using a purposive sampling technique for their low Islamic Religious Education learning outcomes. Data were collected through the distribution of questionnaires and the administration of tests. These data were then analyzed using hypothesis testing with independent sample t-tests and Mann-Whitney tests. The results showed that first, there is a difference in the emotional intelligence of full-day and boarding school students, as evidenced by the p-value of $0.036 < 0.05$, which is shown from the average value of emotional intelligence of full-day school students of 77.469 while boarding school students of 81.938. Second, there is a difference in Islamic religious education learning outcomes of full-day and boarding school students, as evidenced by the p-value of $0.001 < 0.05$, which is indicated by the average value of Islamic religious education learning outcomes of full-day school students of 77.813, while boarding school students of 90.000. This study contributes to developing a scientific theory about the difference in emotional intelligence and learning outcomes of full-day and boarding school students. Particularly for low-achiever students, a boarding school environment with good management and learning quality might better influence their emotional intelligence and learning outcomes.

Keywords: boarding school, full-day school, Islamic religious education, learning outcomes

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A. Introduction

Education is a critical need for everyone, and it will affect their future (Syahri, 2019). The quality of the nation's generation can be seen in education (Susiana, 2019). Therefore, a person's success is seen in terms of material and ability to manage all their potential (Syahri, 2019). The rapid development of the social environment increases the challenges and influences that affect the development of education and the formation of students' personalities, such as the widespread distribution of drugs, brawls between teenagers, and promiscuity. In addition, the development of globalization in the fields of culture, ethics, and morals is supported by technological advances which resulted in students throughout the country experiencing a moral crisis caused by their inability to make good use of world progress, leading them to deviate from religious behavior (Manaf, 2022).

Law No. 35/2014 Article 54 explains that the environment is one factor that influences student learning success. Therefore, full-day schools and boarding schools are implemented. In Indonesia, full-day schools and boarding schools have been implemented since 1990. This is motivated by the condition of Indonesian education that has been going on and is considered not to meet ideal expectations (Manaf, 2022). Boarding schools and full-day schools are more comprehensive-holistic education patterns to create an ideal educational environment and create generations that benefit the movement of social, political, economic, and religious life (Annas et al., 2022).

Diponegoro Depok Junior High School is an educational institution that implements full-day school and boarding school programs to carry out its learning. At the same time, Islamic religious education is a compulsory subject every student must take in every grade. The full-day school program is applied to students who do not live in dormitories (only one day of school), and boarding school is specifically for students who live in dormitories provided by the school. As for the implementation of learning between students who follow full-day school and boarding school, it is the same in implementing the school curriculum, but for boarding school class students, there are additional activities in the field of Islamic religion, such as the Quran recitation, halaqah, and madrasah diniyah classes.

The emotional aspect of students is still developing; many students still cannot control their emotions, such as frequent quarrels and bullying each other. Their opportunities and capacity to interact with the environment, home, and surroundings tend to be limited because time is spent at school. In addition, students feel bored and stressed because they spend all day at school and dormitories due to the long hours they have to study and the many activities they have to participate in. Students are kept away from the actual learning process in the community because they are too busy and have no time to socialize outside of school and dormitories. The relationship between boarding and full-day schools on emotional intelligence and student learning outcomes in Islamic religious education is significant. To fulfil the demands of boarding and full-day school, students must have high emotional intelligence in the form of regulation and self-motivation well (Indriyenni, 2017).

Based on the above explanation, the researchers believe that it is crucial to study the difference in emotional intelligence and learning outcomes of full-day school and boarding school students in seventh-grade students of Diponegoro Junior High School, Depok, Yogyakarta in the academic year 2022/2023.

B. Literature Review

Emotional intelligence and learning outcomes are critical components in carrying out the learning process of Islamic religious education at full-day schools and boarding schools. This is because emotional intelligence is one of the goals in carrying out full-day school and boarding school activities. In addition, emotional intelligence is required to prevent learning problems, get good results, and make students effectively communicate with teachers, friends, and even with themselves (Nursyamsi et al., 2018). Students who have good emotional intelligence will be more aware of their potential, which can help them feel more confident in carrying out full-day school and boarding school activities, more easily adjust to environmental changes, have good self-regulation that can control their own emotions, desire to succeed, and maintain positive relationships with others (Maulana et al., 2020).

The quality of learning is not only seen from indicators of academic achievement in each field of study, but emotional intelligence also plays a vital role in the process and success of learning. Learning is not merely an intellectual matter but also involves emotional (ability to manage oneself, human relations between students and other students, teachers, and the learning environment) (Kadeni, 2014). One indicator to determine the level of success in learning is learning outcomes, namely the level of student mastery in understanding and applying a subject matter obtained after participating in learning. Student success is determined by intellectual ability and emotional intelligence in the form of a positive mental attitude and high enthusiasm for learning in understanding, completing, and solving all existing learning demands (Marlina, 2022).

Full-day school is an education system that forces students to carry out a full-day learning process from morning to evening with additional learning time and extracurricular activities closely related to subjects (Supradi, 2020). A boarding school is a school system with dormitories, where students, teachers, and caregivers live in the school environment for a certain period, and the dormitory management provides all of their needs. Usually, boarding schools do not only provide teaching but also integrate residence and school (Syahri, 2019).

There are academic and social benefits to implementing full-day schools and boarding schools. One element of a child's experience is the time spent learning. Full-day and boarding schools significantly impact learning outcomes, students' motivation to learn, and emotional intelligence, in addition to improving the quality of education (Syahri, 2019).

Islamic religious education is a conscious and planned effort to prepare students to recognize, understand, appreciate, believe, fear, have noble character, and practice Islamic religious teachings from the primary source of the holy book Al-Qur'an and Al-Hadith through guidance, teaching, training, and experience. It can be understood that learning Islamic religious education is an interaction between educators and students to gain knowledge while believing, studying, and practising Islamic religious teachings (Susilowati, 2022).

C. Method

This research used a quantitative approach that collects data in numbers. The data analysis technique used statistical data analysis, which will be used to form the basis of data exposure, theory testing, and conclusion drawing. The type of research is *ex post facto* research (causal-comparative), which is empirical research conducted systematically in which researchers cannot control independent variables

directly because these variables have already occurred and cannot be manipulated (Sudaryono, 2016).

The population in this study were all seventh-grade students of Diponegoro Depok Junior High School in the 2022/2023 school year, totalling 180 students. Sampling in this study used a purposive sampling technique, namely sampling with certain conditions (Mukhtazar, 2020). The determination of the sample in this study was adjusted based on considerations and suggestions from the principal and Islamic religious education teacher. These students attended either full-day or boarding schools and had low achievement in Islamic Religious Education. The sample selection was calculated using the Slovin formula. From the results of the calculation, 64 students of class VII Diponegoro Depok Yogyakarta Junior High School in the 2022/2023 school year were selected, of which the researchers distributed 32 students who attended full-day school and 32 students who attended boarding school as research samples who acted as respondents who were used as subjects in this study.

The instruments in the study used a structured questionnaire to collect data on emotional intelligence and written tests to determine cognitive learning outcomes in Islamic religious education subjects. The data analysis used an independent sample t-test. This parametric statistical test aims to determine whether there is a difference in the average (mean) of two independent or unpaired groups. Mann-Whitney is a non-parametric statistical test used to see the difference between two independent groups if the dependent variable data does not meet the prerequisites of the data analysis test.

D. Findings

1. Analysis of Research Instruments

Analysis of research instruments in this study used validity tests and reliability tests for questionnaires and test instruments. Test the level of difficulty and test the analysis of distinguishing power for the test instrument. In this study, the content validity test was carried out by testing the content validity of Islamic religious education experts, namely Mr. Sedyanta Santosa. The test and questionnaire were declared valid and could be used for research. The empirical validity test was carried out by testing the questionnaire and test instruments on 20 students who were not included in the research sample; the results were calculated with the help of JASP 18.2 software with the provisions that if $r_{count} > r_{table}$, then the question was declared valid, whereas if $r_{count} < r_{table}$. The instrument is declared invalid. From the calculation of the validity test, the results are as follows:

Table 1. Validity Test

Instrument	Valid	Invalid
Questionnaire	20	10
Test	10	20

Table 1 shows that the validity test results are 20 valid questionnaire items, as evidenced by the value of $r_{count} > r_{table}$, ten invalid items ($r_{count} < r_{table}$), and ten valid test items along with 20 invalid test items. After that, a reliability test is carried out, which aims to determine whether the question is reliable or not using the Cronbach alpha formula with a Cronbach alpha value > 0.6 , then the

instrument is reliable (Avisseena & Ayriza, 2019). The results indicate the data is reliable (trustworthy), as described in the table below:

Table 2. Reliability Test

Instrument	Cronbach's Alpha	N of Items
Questionnaire	0.379	20
Test	0.423	10

From the table above, the results of the Cronbach's alpha value of 20 questionnaire instrument items are 0.379, and 10 test instrument items are 0.423 so the value > 0.6, so the research instrument is declared reliable. Then, the differentiating power analysis test is carried out on the test instrument, which functions to determine the ability of an instrument to distinguish between students with high abilities (mastering the subject matter) and students with low abilities. From the test results obtained, there were two questions in the "excellent" category and eight questions in the "good" category, so it can be concluded that the question can distinguish high-ability students from low-ability students.

Furthermore, a level analysis was carried out to determine the question's difficulty level. The test analysis results of the difficulty level were five questions in the "easy" category and five questions in the "medium" category. The question in the "medium" category means that the questions given are not too easy or difficult, so it is concluded that the question can be used.

2. Analysis of Research Data

Results of Data Description Analysis

a. Emotional Intelligence

Emotional intelligence data describes self-awareness (being able to know oneself, understand one's own emotions, realise one's strengths and weaknesses, and recognize the influence of feelings on actions), self-regulation (being able to control aggressive behavior that damages oneself and others and being tolerant of stress), self-motivation (being able to think positively about oneself and the surrounding environment), and social skills (having empathy for others and being able to interact and cooperate with others) obtained from 20 questionnaire items measured using a Likert scale with five alternative answers consisting of strongly agree, agree, disagree, and strongly disagree. The questionnaire is as follows:

Table 3. Questionnaire Emotional Intelligence

Number	Questions
1.	I can recognize myself.
2.	I can understand my own emotions.
3.	I can know my strengths and weaknesses.
4.	I am always calm when facing any situation.
5.	I quickly despair when I feel that I have failed in doing something.
6.	I can control my emotions so that negative things do not happen, such as bullying and fighting, that can hurt others.
7.	If I get emotional, I always say Istigfar.

8.	When I am emotional, I still say good words not to hurt others.
9.	I often get bored quickly when doing activities.
10.	I can make peace with myself.
11.	I always think positively about myself and the environment.
12.	I am optimistic about facing problems.
13.	I have the drive to be a better person.
14.	I can understand other people.
15.	I always try to take care of other people's feelings.
16.	I will help my friends when they are having difficulties in any matter.
17.	I like to interact with my classmates and the outside environment.
18.	I like to cooperate with others.
19.	I trust and respect decisions made during discussions with others.
20.	I always respect other people's opinions when discussing learning.

From the data obtained, descriptive statistics are determined to determine the average value, highest score, lowest score, and standard deviation. The results of the calculation of the descriptive statistics are as follows:

Table 4. Descriptive Statistics

Group	df	Maximum	Minimum	Standard Deviation	Mean
<i>Full Day School</i>	32	95.000	61.000	9.070	77.469
<i>Boarding School</i>	32	96.000	62.000	7.505	81.938

Table 4 shows descriptive statistics of the emotional intelligence of full-day school students, with an average value of 77.469, the highest value of 95.000, the lowest value of 61.000, and a standard deviation of 9.070. The emotional intelligence of boarding school students has an average value of 81.938; the highest value is 96.000, the lowest value is 62.000, and the standard deviation of emotional intelligence is 7.505. Furthermore, the interval score, category, frequency, and percentage are determined. The results of the calculation are as follows:

Table 5. Interval, Categories, Frequency, Percentage

Variable X	Variable Y	Interval	Categories	Frequency	Percentage
<i>Full Day School</i>	Emotional Intelligence	74-100	High	24	75%
		47-73	Low	8	25 %
		20-46	Medium	0	0 %
Calculating				32 Student	100 %
		74-100	High	29	90,62 %

<i>Boarding School</i>	Emotional Intelligence	47-73	Low	3	9,38 %
		20-46	Medium	0	0%
				32 Student	100%

Based on Table 5, the following histogram illustrates the concentration and distribution of data on the emotional intelligence variable. The histogram picture is as follows:

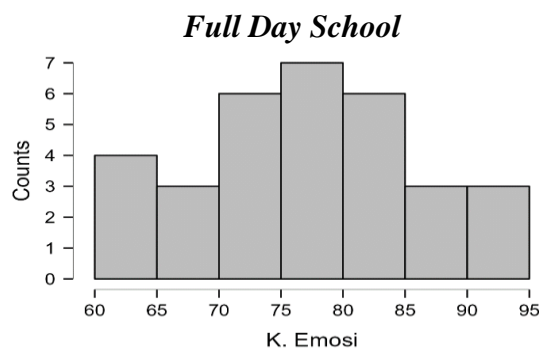


Figure 1. Histogram of Full-Day School Student's Emotional Intelligence

Figure 1 explains that the majority of the frequency of the emotional intelligence variable of full-day school students is in the high interval (100-74), as many as 24 (75%) students, and the least in the medium interval (47-73) as many as 8 (25%) students.

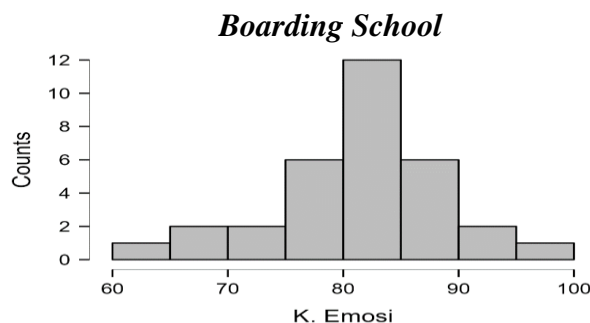


Figure 2. Histogram of Boarding School Student's Emotional Intelligence

Figure 2 shows that the majority interval frequency of boarding school students' emotional intelligence is in the interval 100-74, totalling 29 (90.62) students, and the least in the interval 47-73 with 3 (9.38%) students.

Based on the overall explanation, it is concluded that the emotional intelligence of boarding school students is higher than full-day school students. In the full-day school group, 24 students have high emotional intelligence, and eight are in the moderate category. In contrast, in the boarding school group, 29 students have high emotional intelligence, and three students have moderate emotional intelligence.

b. Islamic Religious Education Learning Outcomes

Data on Islamic religious education learning outcomes in this study were obtained by giving cognitive tests on the material of respect for obeying parents and teachers, as well as empathy for others consisting of 10 multiple choice questions. Descriptive statistics determines the data first to determine the highest, lowest, average, and standard deviation values. The following table shows the descriptive statistics:

Table 6. Descriptive Statistics

Group	df	Maximum	Minimum	Standard Deviation	Mean
<i>Full Day School</i>	32	100.000	60.000	13.377	77.813
<i>Boarding School</i>	32	100.000	50.000	10.473	90.000

Table 6 shows the descriptive statistics of Islamic education learning outcomes. Full-day school students have an average value of 77,813, the highest value is 100,000, the lowest value is 50,000, and the standard deviation is 13,377. Boarding school students have an average score of 90,000, the highest score is 100,000, the lowest score is 50,000, and the standard deviation is 10,473. Then, the interval category value is calculated to determine the frequency and percentage of the data obtained. From the calculation, the following results are obtained:

Table 7. Interval, Categories, Frequency, Percentage

Variable X	Variable Y	Interval	Categories	Frequency	Percentage
<i>Full Day School</i>	Learning Outcomes	100-80	Good	18	57 %
		60-70	Fair	12	39 %
		<60	Poor	1	4 %
Total				32 Student	100%
<i>Boarding School</i>	Learning Outcomes	100-80	Good	30	93,75%
		60-70	Fair	2	6,25 %
		<60	Poor	0	0%
Total				32 Student	100%

Based on Table 7, a histogram is drawn to provide an overview of the concentration and distribution of data on Islamic religious education learning outcomes. The histogram figure is as follows:

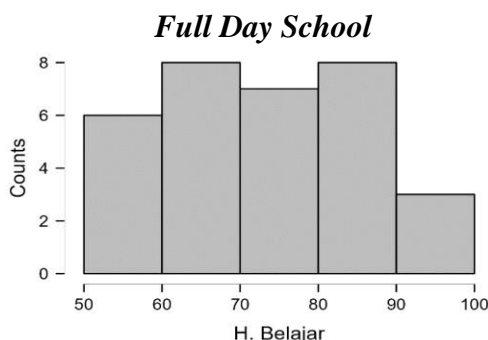


Figure 3. Histogram of Full-Day School Student's Learning Outcomes

Figure 3 shows that the majority of the frequency of the Islamic education learning outcomes variable for full-day school students is in the interval 100-80, with as many as 18 (57%) students and 70-60, as many as 12 (39%) students. The least in the <60 interval is one (4%) student.

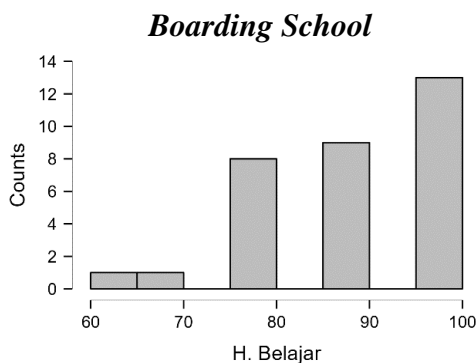


Figure 4. Histogram of Boarding School Student's Learning Outcomes

Figure 4 shows the majority of the boarding school students' Islamic religious education learning outcomes frequency intervals are in the 100-80 interval position, with as many as 30 (93.75%) students, and the least in the 60-70 interval, as many as two (6.25%) students.

From the overall explanation, it is concluded that the value of Islamic religious education learning outcomes of boarding school students is higher than full-day school students. From the full-day school group, the Islamic religious education learning outcomes show that 18 students had good grades, 12 students had fair grades, and one had poor grades, while from the boarding school group, 30 students got good grades, and two got fair grades.

Hypothesis Test Results

Data Analysis Prerequisites

a. Normality Test

The normality test aims to determine whether the research data is normally distributed or not. Normality testing used Shapiro Wilk, which is seen from the results of the p-value with the provision that if $p > 0.05$, then the data is normally distributed, but if $p < 0.05$, the data is assumed to be abnormal. Based on the results of the calculation, the data obtained are as follows:

Table 8. Normality Test

Shapiro Wilk		
	Variable	P value
<i>Full Day School</i>	Emotional Intelligence	0.713
<i>Boarding School</i>		0.536
<i>Full Day School</i>	Learning Outcomes	0.054
<i>Boarding School</i>		0.001

Based on the table above, the p-value of the emotional intelligence data of the full-day school group is 0.713, and the boarding school group is 0.536. The learning outcomes of the full-day school group's Islamic religious education are 0.054, and those of the boarding school group are 0.001.

From all these results, it is obtained that the emotional intelligence data of the full-day school and boarding school groups and the Islamic religious education learning outcomes of the full-day school group are normally distributed because $p > 0.05$, while the Islamic religious education learning outcomes data of the boarding school group are not normally distributed because the p-value < 0.05 .

b. Homogeneity Test

The homogeneity test in this study determines whether the data have the same variant. Homogeneity testing in this study uses the help of JASP 18.2 software with the provisions of the p value > 0.05 , then H_0 is accepted. This indicates that the samples have the same variance. The results of the calculation, namely:

Table 9. Homogeneity Test

Test of Equality of Variances (Levene's)

	F	df ₁	df ₂	p
Emotional Intelligence	1.658	1	62	0.203
Learning Outcomes	3.359	1	62	0.072

Based on the table, from the calculation of the homogeneity test, the p-value = 0.203 on emotional intelligence data and p = 0.072 on Islamic religious education learning outcomes data so that > 0.05 , it can be concluded that the data has the same variation (homogeneous).

c. Hypothesis Test

Hypothesis Test 1

Hypothesis 1 testing aims to determine if there is a difference in the emotional intelligence of full-day school and boarding school in seventh-grade students of Diponegoro Depok Junior High School Yogyakarta in the 2022/2023 academic year. The data analysis used an independent sample t-test with the help of JASP 18.2 software. The results of the test are as follows:

Table 10. Hypothesis Test 1

Independent Samples T-Test			
	t	df	p
Emotional Intelligence	2.147	62	.036

Based on Table 10, the results of hypothesis testing obtained a value of $p = 0.036$, concluded that $p < 0.05$ H_0 is rejected and H_a is accepted, which shows that there is a difference in the emotional intelligence of seventh-grade full-day school and boarding school students at Diponegoro Depok Junior High School in the 2022/2023 academic year.

Hypothesis Test 2

Hypothesis 2 test determines if there is a difference in the Islamic religious education learning outcomes of full-day and boarding school seventh-grade students of Diponegoro Depok Junior High School Yogyakarta in the 2022/2023 academic year. Researchers used the Mann-Whitney test with the help of JASP 18.2 software. The results of the test are as follows:

Table 11. Hypothesis Test 2

Mann-Whitney U test.			
	W	df	p
Learning Outcomes	776.000		.001

Table 11 shows the results of hypothesis testing, which is the p-value of 0.001 so that $p < 0.05$ that H_a is accepted and H_0 is rejected. It is concluded that there is a difference in the Islamic religious education learning outcomes of full-day and boarding school seventh-grade students at Diponegoro Depok Junior High School in the 2022/2023 academic year.

E. Discussion

The results of hypothesis testing using the independent sample t-test test show that there is a difference in the emotional intelligence of full-day and boarding school seventh-grade students at junior high school Diponegoro, Depok, Yogyakarta in the academic year 2022/2023 as evidenced by the p-value ($0.036 < 0.05$). The average value of emotional intelligence of full-day school students is 77.469, while that of boarding school students is 81.938. Therefore, boarding school students have a higher level of emotional intelligence than full-day school students.

These results align with the previous research findings (Fitria, 2019), which show a difference in emotional intelligence between full-day and boarding school students, as evidenced by the average value of emotional intelligence of full-day school students of 75.16 in boarding school students, 82.4. Another research study (Maia, 2022) shows a difference in emotional intelligence between boarding and full-day school students, as shown by the average value of emotional intelligence of full-day school students (54) and boarding school students (56).

These two previous findings explain that the difference in emotional intelligence between full-day and boarding school students is caused by several factors, namely experience, environment, training, and student habituation. Goelman said that emotional intelligence refers to a person's ability to control emotions and

feelings of oneself and others. The control of emotions and feelings is adjusted to the environment, conditions, and activities. The better the management of emotions in conditions and the environment, the better it will be in carrying out an activity (Nizar, 2020).

The results of the hypothesis test using the Mann-Whitney test show that there is a difference in the Islamic religious education learning outcome between full-day and boarding school seventh-grade students at junior high school Diponegoro, Depok, Yogyakarta in the academic year 2022/2023, as evidenced by the p-value ($0.001 < 0.05$). The average value of full-day school students' Islamic religious education learning outcomes is 77,813, while boarding school students are 90,000. Therefore, boarding school students have higher Islamic religious education learning outcomes than full-day school students.

This result aligns with the previous research finding (Iryasa et al., 2018), which shows a significant difference in the average value of natural science learning achievement of full-day and regular school students. The average natural science learning achievement of regular school students is 88.16, while that of full-day school students is 72.24. This means that the types of schools (regular, full-day, or boarding school) influence the students' learning outcomes since there is a difference in their students' learning outcomes.

Despite the types of schools, Djamarah argues that school activities are one of the main aspects and interests in achieving learning outcomes because good learning outcomes result from productive activities in learning. If the learning activities carried out by students are good, the learning outcomes will be better obtained. In contrast, if the learning activities carried out by students are not good, poor learning outcomes will be obtained (Ilmi et al., 2016). Another research (Hajar et al., 2022) found that the implementation of boarding schools is very effective in improving student learning outcomes and has a success percentage of 88%. From this research, it is concluded that the organization of boarding schools has a role in improving student learning outcomes. Particularly for low-achiever students (as samples in this research), a boarding school environment with good management and learning quality might better influence their emotional intelligence and learning outcomes.

F. Conclusion

The results showed that the p-value of emotional intelligence of full-day school and boarding school students < 0.05 , namely 0.036, so H_0 is rejected, and H_a is accepted. This shows a significant difference in the average emotional intelligence of full-day and boarding school students. The average value of emotional intelligence of full-day school students is 77.469, while that of boarding school students is 81.938. The acquisition of the p-value of Islamic religious education learning outcomes of full-day and boarding school students is $0.001 < 0.05$, so H_0 is rejected, and H_a is accepted. This shows a difference in Islamic religious education learning outcomes of full-day and boarding school students. The average value of full-day school students' Islamic religious education learning outcomes is 77,813, while boarding school students are 90,000. The results show that both emotional intelligence and Islamic religious learning outcomes of boarding school students are higher than those of full-day school students. Particularly for low-achiever students, a boarding school environment with good management and learning quality might better influence their emotional intelligence and learning outcomes. This research compares full-day and boarding schools regarding students' emotional intelligence and Islamic religious

education learning outcomes. Therefore, it contributes to developing a scientific theory about emotional intelligence and Islamic religious education learning outcomes of full-day and boarding school students. Researchers recommend that future researchers conduct research by collaborating with different variables or aspects.

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