



The Impact of Students' Emotional Well-Being and Social Skills on Academic Achievement Mediated by Holistic Education in Indonesian Universities

Amie Primarni¹, Makmudi², Ika Kartika³, Asep Nuhdi⁴

¹Pascasarjana IAI Nasional Laa Roiba, Bogor, Indonesia

^{2,3,4}Pascasarjana IAI Nasional Laa Roiba, Bogor, Indonesia

¹amieprimarni.ap@gmail.com, ²zainhafiyamahmudi@gmail.com, ³ikakartika3065@gmail.com,

⁴nuhdiasep@gmail.com

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ABSTRACT

This study investigates the impact of Holistic Education on students' emotional well-being, social skills, and academic achievement within Islamic educational settings, specifically at IAI Nasional Laa Roiba, Bogor. Holistic Education emphasizes comprehensive development, addressing intellectual, emotional, social, and spiritual dimensions. Despite its significance, research in this area remains limited, particularly in Islamic contexts. Utilizing a quantitative research design with a path analysis approach, the study sampled 270 students from a population of 540. Data were collected through validated questionnaires measuring emotional well-being, social skills, holistic education, and academic achievement, with performance data obtained from official campus records. The findings reveal that Holistic Education serves as a mediating factor that enhances the relationship between Emotional Well-being and Social Skills concerning Academic Achievement. Emotional well-being is significantly reinforced by Holistic Education, indicating its crucial role in improving academic outcomes, while Social Skills show a lesser degree of enhancement. The study highlights the importance of integrating Holistic Education practices into curricula to foster emotional well-being and enhance academic performance. Recommendations for policymakers and educators include prioritizing holistic approaches in educational settings and exploring specific aspects of Holistic Education that effectively enhance emotional well-being.



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INTRODUCTION

Holistic education (Li 2023) has become a major focus in the development of modern education. It not only emphasizes the intellectual, but also emotional, social, and spiritual aspects. However, research exploring the effect of holistic education on students' emotional well-being, social skills, and academic achievement is limited, especially in Islamic educational settings (Hamami 2022). Therefore, this study aims to fill this knowledge gap by exploring the relationship between holistic education, emotional well-being, social skills, and academic achievement of students at IAI Nasional Laa Roiba, Bogor. The theoretical foundations of the above discussion include several key concepts: emotional well-being, social skills, academic achievement, and holistic education. Emotional well-being refers to an individual's psychological state that includes positive feelings, life satisfaction, and the ability to manage stress (Walter and Siwar 2021). Emotional well-being is an important factor in improving an individual's quality of life (Fuentes et al. 2021). Social skills include an individual's ability to interact and communicate with others effectively, social skills can be learned and improved through social experience and observation (Goleman 2007; Tunc et al., 2022.). Academic achievement refers to student achievement and performance in a formal educational

context. Academic achievement is influenced by a variety of factors including emotional well-being and social skills (Sengkey et al. 2022). Holistic education is an educational approach that emphasizes the development of all aspects of the individual, including physical, mental, emotional, and spiritual. Holistic education aims to create balance and integration in individual development (Javaherpour, 2021.; R. Miller, 2000.)

The rationale for this study is underscored by the need to understand how holistic education can foster emotional and social development, thereby enhancing academic outcomes. In Islamic educational settings, where moral and ethical dimensions are integral, the role of holistic education becomes even more pertinent. By focusing on the specific context of IAI Nasional Laa Roiba, this research seeks to provide insights into how holistic educational practices can be effectively implemented to support the comprehensive development of students. Furthermore, the integration of holistic education within Islamic frameworks has the potential to cultivate not only academic competencies but also character values, such as emotional regulation and resilience. This study will contribute to the broader discourse on educational practices in Islamic contexts and offer evidence-based recommendations for educators and policymakers aiming to enhance student development through holistic approaches.

RESEARCH METHODS

This study used a quantitative research design with a path analysis approach. The population of this study was 540 students enrolled in IAI Nasional Laa Roiba. Simple random sampling by selecting respondents representing various academic levels and majors, and obtained as many as 270 respondents. Data was collected through questionnaires consisting of several measurement scales that have been tested for validity and reliability, such as emotional well-being scales, social skills scales, holistic education scales, and academic achievement data from official campus records. Data analysis is carried out using path analysis techniques to examine direct and indirect relationships between the variables studied. In addition, descriptive statistical analysis is also performed to describe the characteristics of the sample. In this study, the variables of Student Emotional Well-Being (X1) and Student Social Skills (X2). Mediating variables Effect of Student Holistic Education and Student Academic Achievement (Y).

Academic achievement data were obtained from official campus records, reflecting students' performance in their respective courses. Data analysis was performed using SPSS software, which facilitated both descriptive statistical analysis to characterize the sample and path analysis techniques to examine direct and indirect relationships among the variables. This analysis aimed to test the research hypotheses regarding the influence of emotional well-being and social skills on academic achievement, as well as the mediating role of holistic education in these relationships (Zhang et al., 2022; López-Zafra et al., 2019; Wang et al., 2022).

The results of the analysis will be interpreted to identify direct and indirect influences and mediating roles of holistic educational influences in the relationship between emotional well-being, social skills, and academic achievement (Fatah et al. 2023; Dutta 2022; Hernández-Díaz et al. 2021). This research is expected to provide a better understanding of the effect of emotional well-being, social skills, and holistic education on student academic achievement. The findings of this research can be the basis for educational institutions to design more holistic (Donna-Louise McGrath 2007; Malik 2022; Bahri and Bahri 2017) and sustainable educational programs to improve student welfare and academic achievement. (Echegoyen-Sanz 2021; Fry 2023)

RESULTS AND DISCUSSION

The Role of Holistic Education in developing emotional well-being and intelligence skills strongly supports the achievement of overall academic achievement. The result of learning in general is to make them have good character able to work optimally, able to adapt quickly in a moving environment. Emotional well-being is an important element in shaping a person's character to love the world of lifelong learning. In an era where changes are very fast with technological sophistication,

they must be able to learn independently and take the initiative to always improve their skills. So emotional well-being is closely related to increasing the intelligence of his skills, which results in increasing his academic performance.

1. Validity Test

Validity pertains to the evaluation that establishes the accuracy and dependability of a measurement instrument. An instrument is considered valid when it effectively measures the intended variable. In this study, the instrument under examination comprises thirty-five multiple-choice questions that are divided into four categories (X1, X2, Y, and Z). By conducting a validity test using SPSS, it is possible to ascertain whether the questions are valid. A question is regarded as valid if the computed R-Count surpasses the R table value.

Table 1. Validity Test Results of X1

Indicator	R-Count	R-Table	Explanation
KE1	.568	.1966	Valid
KE2	.568	.1966	Valid

The measurement method uses SPSS, to find out whether each question item is valid or invalid, namely with the condition: If the coefficient between the item with the total item is equal to or above 0.1966, the item is declared valid, but if the correlation value is below 0.1966, the item is declared invalid. From the validity test process conducted on the 100 respondents, the results of the validity test on question item X1 all items have an R-Value calculated > 0.1966 so that question item X1 is valid.

Table 2. Validity Test Results of X2

Indicator	R-Count	R-Table	Explanation
KS1	.460	.1966	Valid
KS2	.460	.1966	Valid

The measurement method uses SPS, to find out whether each question item is valid or invalid, namely with the condition: If the coefficient between the item and the total item is equal to or above 0.1966, the item is declared valid, but if the correlation value is below 0.1966, the item is declared invalid. From the validity test process conducted on the 100 respondents, the results of the validity test on question item X2 all items have an R-Value calculated > 0.1966 so that question item X2 is valid.

Table 3. Validity Test Results of Y

Indicator	R-Count	R-Table	Explanation
PA1	1.000	.1966	Valid

The measurement method uses SPS, to find out whether each question item is valid or invalid, namely with the condition: If the coefficient between the item and the total item is equal to or above 0.1966, the item is declared valid, but if the correlation value is below 0.1966, the item is declared invalid. From the validity test process conducted on the 100 respondents, the results of the validity test on question item Y all items have an R-Value calculated > 0.1966 so that question item Y is valid.

Table 4. Validity Test Results of Z

Indicator	R-Count	R-Table	Explanation
PH1	.944	.1966	Valid

PH2	.944	.1966	Valid
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The measurement method uses SPSS, to find out whether each question item is valid or invalid, namely with the condition: If the coefficient between the item and the total item is equal to or above 0.1966, the item is declared valid, but if the correlation value is below 0.1966, the item is declared invalid. From the validity test process conducted on the 100 respondents, the results of the validity test on question item Z all items have an R-Value calculated > 0.1966 so that question item Z is valid.

2. Reliability Test

Once the questions have successfully undergone the validity assessment conducted by both educators and SPSS, the subsequent step is to carry out the reliability test. Reliability pertains to the consistency of a set of measurements or instruments, indicating that repeated testing yields similar outcomes. A test is deemed highly reliable if it consistently delivers the same results. The measurement results should remain stable (relatively unchanged) when administered to the same individual, irrespective of who administers the test, when it is conducted, or the location of the testing. Reliability is typically represented by a coefficient, with a higher coefficient signifying more trustworthy results. An AA reliability test utilizing SPSS can be executed to ascertain whether a question is reliable. The reliability of a question is affirmed if its Cronbach's alpha value exceeds 0.6. Below are the findings from the reliability test that was conducted.

Table 5. Reliability Test Results of X1

Cronbach's Alpha	N of Items
.722	2

According to the table presented above, the reliability coefficient for question X1 is 0.722. Given that this value exceeds 0.6, the instrument is deemed reliable.

Table 6. Reliability Test Results of X2

Cronbach's Alpha	N of Items
.722	2

According to the table presented above, the reliability coefficient for question X2 is 0.722. Given that this value exceeds 0.6, the instrument is deemed reliable.

Table 7. Reliability Test Results of Y

Cronbach's Alpha	N of Items
.630	2

According to the table presented above, the reliability coefficient for question Y is 0.630. Given that this value exceeds 0.6, the instrument is deemed reliable.

Table 8. Reliability Test Results of Z

Cronbach's Alpha	N of Items
.971	2

According to the table presented above, the reliability coefficient for question Z is 0.971. Given that this value exceeds 0.6, the instrument is deemed reliable.

3. F-Test, Multiple Correlation, and Coefficient of Determination

Analysis of multiple linear regression using the Ordinary Least Squares (OLS) model. The regression model to be analyzed is as $Y = \alpha + \beta_1 (X_1) + \beta_2 (X_2) + \beta_3 (Z) + e$.

Table 9. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.214 ^a	.046	.035	1.35765	.814

a. Predictors: (Constant), Pendidikan Holistik (Z), Keterampilan Sosial (X2), Kesejahteraan Emosional (X1)

b. Dependent Variable: Prestasi Akademik (Y)

Table 10. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.425	3	7.808	4.236	.006 ^b
	Residual	490.293	266	1.843		
	Total	513.719	269			

a. Dependent Variable: Prestasi Akademik (Y)

b. Predictors: (Constant), Pendidikan Holistik (Z), Keterampilan Sosial (X2), Kesejahteraan Emosional (X1)

F-Test is used to determine whether the constructed linear regression model is valid. The model is considered valid if the significance value (Sig. F Change) is less than 0.05. In this analysis, the obtained Sig. F Change value is 0.006, indicating that the regression model is valid. Additionally, the validity of the model can also be tested by comparing the calculated F value (F Hitung) with the F table value (F Tabel). In this case, the obtained F Change value is 4.236. To determine the F table value, we need to calculate the degrees of freedom (DF). With $DF_1 = 3$ (number of independent variables) and $DF_2 = 266$ (number of samples - number of independent variables - 1), if F-Count is greater than F Tabel, then the regression model is considered valid.

To determine the multiple correlation, the R value is essential. From the table above, the obtained R value is 0.214. This indicates a weak correlation between the independent variables and the dependent variable, as this value is less than the commonly accepted threshold of 0.5. A weak correlation suggests that the independent variables do not strongly predict the dependent variable, and there may be other factors influencing the dependent variable that are not included in the model.

To find the Coefficient of Determination, it is necessary to examine the R Square value. From the table above, the obtained R Square value is 0.046, which is also below the threshold of 0.5. This indicates that only 4.6% of the variance in the dependent variable can be explained by the independent variables included in the model. Furthermore, the Adjusted R Square value is 0.035, reinforcing the conclusion that the set of independent variables explains the dependent variable very weakly. Despite the weak explanatory power of the model, the results of the simultaneous test indicate that we reject the null hypothesis (H_0). This suggests that there is a statistically significant influence of the independent variables on the dependent variable, even though the strength of that influence is limited. The influence of the independent variables in this model is 3.5%, while the remaining 96.5% of the variation in the dependent variable is explained by other variables outside this model.

4. Partial T-Test Analysis and Regression Equations Analysis

The following presents the results of the partial t-test and the regression equation model. A predictor (X) is considered to have a significant effect on the dependent variable when assessed in the context of other predictors within the model. In the data analyzed, the t-value for variable X1 is 0.512 with a significance level of 0.609, which is greater than 0.05. This indicates that X1 does not have a

meaningful impact on the dependent variable, Y. Similarly, the t-value for variable X2 is 0.160 with a significance level of 0.873, also exceeding 0.05, suggesting that X2 does not significantly influence the dependent variable, Y. In contrast, the t-value for variable Z is -3.083 with a significance level of 0.002, which is less than 0.05, indicating that Z has a significant effect on the dependent variable, Y. The regression equation can be formulated by examining the B values (Beta Coefficients) from the unstandardized coefficients.

Table 11. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	4.063	.183	22.228	.000			
	Kesejahteraan Emosional (X1)	.093	.182	.148	.512	.609	.043	23.193
	Keterampilan Sosial (X2)	.028	.173	.044	.160	.873	.048	20.779
	Pendidikan Holistik (Z)	-.181	.059	-.350	-3.083	.002	.278	3.594

a. Dependent Variable: Prestasi Akademik (Y)

Based on the data presented in the table above, the regression equation can be formulated as follows:

$$Y = \alpha + \beta_1 (X_1) + \beta_2 (X_2) + \beta_3 (Z) + e$$

This results in the specific equation:

$$Y = 4.063 + 0.093 (X_1) + 0.028 (X_2) - 0.181 (Z) + e$$

Additionally, the path equation derived from the data is:

$$Y = \beta_1 (X_1) + \beta_2 (X_2) + \beta_3 (Z) + e$$

This leads to the equation:

$$Y = 0.148 (X_1) + 0.044 (X_2) - 0.350 (Z) + e$$

From the results of the linear regression analysis, it can be observed that the path coefficient of X1 with respect to Y is 0.148, indicating a positive relationship. Similarly, the path coefficient of X2 with respect to Y is 0.044, also reflecting a positive influence. In contrast, the path coefficient of Z with respect to Y is -0.350, suggesting a negative relationship. These coefficients provide valuable insights into the dynamics between the independent variables and the dependent variable within the model.

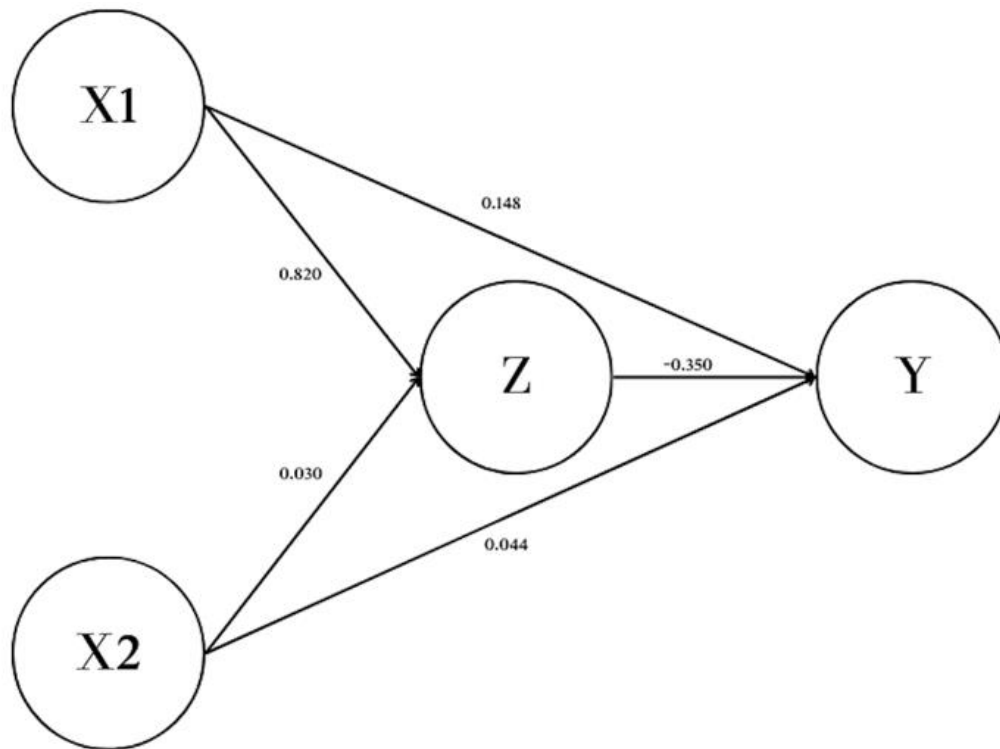
5. Path Analysis

Based on the various linear regression analyses conducted, we can conclude the path analysis as follows:

In the Path Analysis Model:

1. The direct effect of X1 on Z is 0.820.
2. The direct effect of X2 on Z is 0.030.
3. The direct effect of Z on Y is -0.350.
4. The indirect effect of X1 on Y through Z is calculated as 0.820 multiplied by -0.350, resulting in -0.294.
5. The indirect effect of X2 on Y through Z is calculated as 0.030 multiplied by -0.350, resulting in -0.010.

Figure 1. Path Analysis Diagram



The direct effect measures the immediate impact of one variable on another without any mediating variables. For instance, X1 has a strong direct effect on Z (0.820), indicating that changes in X1 significantly influence Z. In contrast, X2 has a minimal direct effect on Z (0.030). The direct effect of Z on Y is negative (-0.350), suggesting that as Z increases, Y tends to decrease. The indirect effects represent the influence of one variable on another through a mediating variable (in this case, Z). The indirect effect of X1 on Y through Z is -0.294, indicating that X1 negatively influences Y when considering its effect on Z. Similarly, the indirect effect of X2 on Y through Z is -0.010, which is negligible.

CONCLUSION

The results of this study indicate that the Holistic Education variable serves as a mediating factor that enhances the relationship between Emotional Well-being and Social Skills in relation to Academic Achievement. Among the two independent variables, Emotional Well-being is significantly strengthened by Holistic Education, suggesting that this variable plays a crucial role in enhancing Emotional Well-being, which in turn positively influences Academic Achievement. Conversely, Social Skills do not experience the same level of reinforcement from Holistic Education. Given these findings, it is recommended that policymakers and educators prioritize the integration of Holistic Education practices into curricula to foster Emotional Well-being, thereby improving students' academic outcomes. Future research should explore the specific aspects of Holistic Education that most effectively enhance Emotional Well-being and examine the potential barriers that limit its impact on Social Skills. Additionally, studies could investigate the long-term effects of Holistic Education on students' overall development and academic performance across diverse educational settings.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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