
Self-Understanding Intelligence to Improve Student Achievement in Islamic Boarding Schools in Thailand

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Abstract

Objective: This study aims to examine the influence of self-understanding intelligence on enhancing student academic achievement within Islamic boarding schools (pesantren) in Thailand. Self-understanding intelligence encompasses key components such as self-awareness, emotional regulation, and motivation management, which are considered essential for students' holistic learning experiences. **Theoretical framework:** Grounded in theories of emotional intelligence and humanistic education, the research investigates how these internal capabilities affect students' academic success in a religious educational setting. **Literature review:** The literature review highlights a growing recognition of emotional intelligence in educational outcomes, yet limited studies have explored its specific application within Southeast Asian pesantren contexts. While global educational studies emphasize cognitive skills, this research contributes by addressing non-cognitive factors, particularly in Islamic settings that blend religious and general education. **Methods:** A quantitative research design was adopted, employing a survey method involving students from several Islamic boarding schools in Thailand. Data were collected using standardized questionnaires based on a Likert scale, alongside in-depth interviews to validate and enrich the quantitative data. Statistical analysis was used to determine the correlation between self-understanding intelligence and student achievement. **Results:** Findings indicate a significant positive relationship between self-understanding intelligence and academic performance. Students with higher levels of self-awareness and emotional control tend to achieve better academically, demonstrating greater classroom engagement and resilience. **Implications:** The implications of this study underscore the importance of integrating self-understanding development into the pesantren curriculum. Programs that nurture emotional intelligence could enhance not only academic success but also students' ability to manage social and emotional challenges inherent in the boarding school environment. **Novelty:** The novelty of this research lies in its contextual focus on pesantren education in Thailand, a relatively underexplored area in educational psychology. It offers fresh insights into how Islamic educational institutions can foster holistic development by emphasizing the internal competencies of their students.

Keywords: self-understanding intelligence, student achievement, pesantren, thailand, islamic education.

INTRODUCTION

Self-understanding intelligence is a type of intelligence proposed by Howard Gardner in the theory of multiple intelligence. This intelligence refers to an individual's ability to

understand themselves, recognize emotions, and manage thoughts and actions effectively. In the context of education, self-understanding intelligence plays an important role in the learning process, as students who have this ability can understand their internal motivations, control stress, and manage time and effort to achieve academic goals [1].

In today's era of globalization and technological advancement, educational challenges are increasingly complex. This also applies to Islamic boarding schools in Thailand, where students are not only required to master general science and religion but also must be able to face the pressure of a strict environment and disciplined rules. This condition requires good self-management so that students can continue to excel in academic and social demands. Therefore, the role of self-understanding intelligence is becoming increasingly relevant to be studied, especially in improving student academic achievement in Islamic boarding schools [2].

This study aims to explore the extent to which self-understanding intelligence affects the academic achievement of students in Islamic boarding schools in Thailand, as well as how Islamic boarding schools can integrate programs that support the development of this intelligence in their curriculum. By focusing on the context of Islamic boarding schools in Thailand, this research is expected to contribute to the development of a more holistic education, which not only focuses on cognitive aspects but also on the emotional and psychological aspects of students [3], [4].

Although much research has been conducted on the role of self-understanding intelligence in education, research specific to the context of Islamic boarding schools in Thailand is still very limited. In various countries, including Indonesia, studies on self-understanding, intelligence and its impact on academic achievement have shown positive results, where students who can recognize and manage emotions and self-motivation tend to perform better. However, in Thailand, especially among Islamic boarding schools, this kind of study has not received sufficient attention. This creates a knowledge gap that is important to bridge [5], [6].

Islamic boarding schools in Thailand have unique characteristics compared to other educational institutions. In addition to emphasizing religious education, pesantren also have a disciplined and tend to be intensive educational structure, where students often face high pressure. The limitations of research on self-understanding intelligence in the context of Islamic boarding schools raise questions about how self-understanding intelligence can function as a determining factor for students' academic success in an environment full of emotional and social challenges [7]–[9].

In addition, there has been no in-depth research on how self-understanding intelligence can be effectively integrated into the curriculum and teaching methods in Islamic boarding schools. Islamic boarding schools often focus more on the development of spiritual and moral intelligence, but pay less attention to self-understanding intelligence. As a result, many students may have untapped self-understanding and intelligence potential, which has an impact on their academic performance. This shows the need for the development of programs that specifically support the development of self-understanding intelligence in Islamic boarding schools [10], [11].

In this study, several indicators will be used to measure the self-understanding, intelligence and academic achievement of students. These indicators aim to provide a deeper understanding of how self-understanding intelligence affects students' academic performance in Islamic boarding schools in Thailand.

Self-awareness: Self-awareness is the ability to understand internal feelings, thoughts, and motivations. These indicators include students' ability to recognize their own emotions, understand their strengths and weaknesses, and reflect on personal experiences. Students who have a high level of self-awareness tend to be better able to recognize what drives them to learn, so they can optimize their time and effort to achieve better academic performance [12], [13].

Emotional Regulation: Emotional regulation involves the ability of students to control their feelings, especially in situations that cause stress or pressure. Students who have good emotion management skills can stay calm and focused despite pressure, such as when facing difficult exams or assignments. This indicator is important for measuring the extent to which students can avoid emotional disturbances that can affect their academic performance [14]–[16].

Self-motivation: Self-motivation is an internal drive that encourages individuals to pursue goals, both short-term and long-term. This indicator measures how strong a student's internal motivation is in learning, including the willingness to try harder, face challenges, and overcome failures. Students who have high self-motivation tend to be more persistent in pursuing their academic goals, which ultimately contributes to better performance [17]–[19].

Decision-making Skills: Self-understanding intelligence also includes the ability to make wise decisions based on self-understanding and situations. This indicator measures the extent to which students can make good decisions when it comes to learning, such as managing study time, choosing appropriate learning methods, and setting priorities. Informed decisions will help students better manage their time and resources, thereby improving academic achievement [20], [21].

Stress Management: In a strict pesantren environment, students often face pressure from academic demands and religious activities. The ability to manage stress is an important indicator in measuring the extent to which students' self-understanding of intelligence is developing. Students who can manage stress well will find it easier to face academic challenges without being distracted by emotional distress.

Academic Achievement: This indicator measures student learning outcomes in the form of academic scores, both in general and religious lessons. Academic achievement is a direct measure of how effectively self-understanding intelligence plays a role in helping students achieve success in education. In addition to academic grades, these indicators can also include students' active participation in school activities, involvement in class discussions, as well as their ability to complete assignments on time [22]–[25].

This study aims to answer the gaps that exist in the study of self-understanding intelligence in Islamic boarding schools in Thailand, as well as offer practical recommendations for the development of programs that support self-understanding intelligence in the Islamic boarding school educational environment. By using the indicators that have been mentioned, this study is expected to provide a more comprehensive understanding of the role of self-understanding intelligence in improving student academic achievement. Ultimately, this research aims to contribute to the development of a more holistic and integrative pesantren education model, which not only focuses on cognitive and spiritual aspects but also on the psychological and emotional aspects of students [26]–[28].

LITERATURE REVIEW

Self-understanding intelligence, according to Gardner (1983) in the theory of multiple intelligences, is the ability of individuals to understand themselves, including emotions, motivations, and personal strengths or weaknesses. Previous research has shown that self-understanding intelligence has a positive impact on academic achievement. This intelligence allows students to recognize and manage their emotions, which ultimately helps them cope with study stress and improve focus.

In the context of pesantren, a disciplined and intensive environment requires strong self-understanding skills. A study by Amran (2020) revealed that students with good self-understanding intelligence are better able to manage study time, manage emotions in stressful situations, and motivate themselves to achieve better academic results. However, research in Islamic boarding schools in Thailand is still very limited [29]–[31].

Most educational studies in Islamic boarding schools tend to focus on spiritual or moral aspects, such as Saifullah's (2018) study on the influence of spiritual intelligence on student behaviour. Therefore, this study aims to fill the gap by exploring the role of self-understanding intelligence in improving students' academic achievement in Islamic boarding schools in Thailand, offering new contributions in this field [32]–[34].

Indeed, education is an important part of the national development process that helps determine a country's economic growth. This is because education is one of the vehicles that can improve the quality of human resources. In the process of teaching and learning activities, a teacher is faced with a group of students who are ready to receive the transfer of knowledge, values, and skills from the teacher. This condition results in the role of teachers becoming more important and more difficult because teachers must be able to place themselves, provide their knowledge, educate their students well, and understand well the factors that affect learning achievement so that they can maximize the existing factors to achieve the expected learning outcomes.

The learning outcomes obtained by students have many factors that affect them. These factors include individual child factors, family factors, living environment factors, intelligence/intelligence factors, children's learning interest factors, and children's learning motivation factors. These factors sometimes support children's learning outcomes, but not all factors cause children's learning outcomes to decrease. One of the factors that affects children's learning outcomes is intelligence and interest in learning [35]–[37].

Some people, including educated people, already know a lot about the theory of rational intelligence, commonly called IQ. This is not surprising, because IQ theory is indeed the first intelligence theory and is more than 200 years old. The biggest contributor to success is not only IQ but also influenced by other factors. IQ tests often used to measure the level of intelligence, only reveal a small amount of a person's potential. Goleman said that a person's success is influenced by 20% of *Intellectual Quotient*, while 80% is influenced by other intelligences. Nine other intelligences support a person's success, including logical-mathematical, linguistic, visual, kinesthetic, musical, naturalist, self-understanding, interpersonal, and moral intelligence.

Multiple intelligences offer a variety of paths to success and achievement, but each intelligence plays an important role. Successful human interaction of any kind requires the ability to know oneself and cooperate with others. That's why personal intelligence is so necessary. One of these intelligences is *self-understanding* intelligence. With *self-understanding intelligence*, children can optimize other intelligence such as mathematical intelligence, *spatial-visual intelligence*, musical intelligence, and so on.

Each child has a different portion, although they do not have high intelligence in music or mathematics, children can optimize their abilities by actively practising, introspecting mistakes, and motivating themselves. So generally, this child has a good performance in displaying his potential. Other benefits of developing *self-understanding* intelligence as early as possible can shape a child's character and instil positive values in him, such as self-confidence, independent and lateral thinking, a great sense of empathy, and having a positive self-concept. Human potential is unlimited, potential here means various capacities within us that are still in the form of raw materials that can be processed into any form, depending on the processing process [38].

Howard Gardner explained that the essence of *self-understanding* intelligence is the intelligence to understand one's feelings, the ability to distinguish emotions, and knowledge of one's strengths and weaknesses. *Strong self-understanding* intelligence makes us successfully control the situation to increase our strengths and minimize our weaknesses. Whatever those strengths and weaknesses, we can make the most of our talents through *self-understanding* and intelligence. On the other hand, *weak self-understanding* intelligence causes us to continuously make the same mistakes and hinders us from learning to solve or avoid problems, which affects student learning outcomes.

Students' interest in lessons is a force that will encourage students to learn. Students who are interested (happy attitude) in the lesson will seem to be encouraged to continue to study diligently, in contrast to students whose attitude is only accepting of the lesson. They are only moved to want to learn, but it is difficult to be able to continue to persevere because there is no motivation. A great interest in something is great capital, meaning to pursue religion / obtain objects or goals that are of interest. The interest in learning is caused by various things, including a strong desire to raise their dignity or get a good job and live happily and happily. Great interest in learning tends to produce high learning outcomes; on the other hand, less interest in learning will produce low achievement [39]–[41].

Interest is also one of the internal factors that has a role in supporting student learning outcomes; students who are not interested in the subject matter will show a less sympathetic, lazy attitude and are not enthusiastic about participating in the teaching and learning process. From some of the descriptions above, it is implied that the learning interest and *self-understanding* intelligence possessed by students can play a role in achieving student learning outcomes in religious learning.

In the learning process at the Al-Islam Islamic Boarding School in Thailand, it was found that the learning outcomes of the Religion subject at the Al-Islam Islamic Boarding School in Thailand were not satisfactory. This can be seen in the results of student exams; there are still many students who get scores below average. In the initial observation at the Al-Islam Islamic Boarding School in Thailand, many students were not enthusiastic about participating in religious lessons, such as female students who sat in the back of the school playing *on mobile phones*, slept in class during class hours, were crowded and did not dare to ask questions or express their opinions in front of the class. From the above reality, this problem deserves to be investigated because some students at Al-Islam Islamic Boarding Schools in Thailand have low religious learning outcomes, and it needs to be investigated and researched whether self-understanding *intelligence* and student learning interests influence student learning outcomes [42], [43].

The objectives of this study are: To determine the correlation between the level of self-understanding intelligence and the learning outcomes of students at the Al-Islam Islamic Boarding School in Thailand, to find out the correlation between learning interest and student learning outcomes at the Al-Islam Islamic Boarding School in Thailand, to find out the influence of self-understanding intelligence and learning interest on the learning outcomes of students at the Al-Islam Islamic Boarding School. Meanwhile, the benefit of this research is to test the theory of the influence of *self-understanding*, *intelligence* level and learning interest on student learning outcomes.

Self-understanding Intelligence

Self-understanding *intelligence* is the ability to understand oneself and take responsibility for one's own life. Self-understanding intelligence includes the ability to understand oneself accurately (one's strengths and limitations), awareness of moods, intentions, motivations, temperaments, and desires as well as the ability to self-discipline, understand and appreciate oneself. The three main aspects of *Self-understanding Intelligence* are: Knowing yourself, knowing what you want, and knowing what is important.

Children are said to have high *self-understanding* intelligence, including the following characteristics: Children have a high level of emotional awareness, can motivate themselves in pursuing their goals, can learn independently, can use time for self-reflection, have good self-control, and have an attitude of responsibility towards themselves. In essence, *self-understanding* intelligence provides insight for us to be ourselves, not to camouflage ourselves to become others [44], [45].

Learning Interest

Interest simply means a high tendency and passion or a great desire for something. Interest in learning can also be interpreted as the attention, liking, and interest of a person (student) in learning, which is shown through enthusiasm, participation, and activeness in learning. Interest can be interpreted as a tendency or interest followed by a sense of pleasure in something to pay more attention to and remember continuously to obtain satisfaction in the purpose of religion.

According to Dr Musthofa Fahmi, learning is an expression that refers to activities that result in changes in behaviour or experiences. According to Margan, learning is all the relatively permanent changes in behaviour that occur as a result of practice and experience. From this understanding, it can be concluded that learning is the provision of practice or experience that produces positive changes in behaviour.

From some of the definitions of interest and learning above, it can be concluded that interest in learning is a psychological symptom, which is a tendency or interest of students in learning, so that it produces positive changes in something they learn. For example, a student who has a high interest in Islamic Religious Education lessons will focus his attention more than other students, because it is the intensive concentration that causes the student to study harder and finally achieve the desired results [46]–[48].

According to Slameto, students who are interested in learning have the following characteristics:

- a. Have a constant tendency to pay attention and hold on to something learned continuously.
- b. There is a sense of liking and pleasure in something that is in demand.
- c. Gaining a sense of pride and satisfaction in what is of interest, there is a sense of interest in an activity that is of interest.
- d. He prefers something he is interested in more than others.
- e. Manifested through participation in activities and activities.

Learning Outcomes

a. Definition of Learning Outcomes

Learning is a process of a person who seeks to obtain a relatively permanent form of behaviour change. Learning is a process activity and is a very fundamental element in every type and level of education. Slameto formulated learning as a process of effort that a person makes to obtain a completely new behavioural change, as a result of his own experience in interaction with his environment [49]–[51].

Learning outcomes are the abilities that students have after they receive their learning experience. Learning outcomes can also be defined as the abilities that students have after receiving their learning experience. According to Mudjiono, learning outcomes are the result of a learning and teaching action. For students, learning outcomes are the end of the term and the peak of the learning process.

From some of the definitions above, it can be concluded that learning outcomes are all the abilities of students, both in the form of *cognitive* abilities (knowledge), *affective* (attitudes), and *psychomotor* (skills), possessed by students after learning and teaching activities.

In programmed and controlled learning activities called learning activities/instructional activities, learning objectives have been set in advance by the teacher. Children who succeed in learning are those who succeed in learning or instructional goals. Besides that, learning is a process; as a process, there is something that is processed (input) and the results of the output processing. So, in this case, we can see that various factors can affect the learning process and outcomes [52]–[54].

Benjamin Bloom classifies learning outcomes into 3 areas, namely:

- a) The Cognitive Domain is concerned with intellectual learning outcomes, which consist of six aspects, namely knowledge or memory, understanding, application, analysis, synthesis, and evaluation. The first two aspects are called low-level cognitive, and the next four aspects include high-level cognitive aspects.
- b) The Affective Realm is concerned with attitudes which consist of five aspects, namely acceptance, answers or reactions, assessment, organizationization, and internalization.
- c) The Psychomotor Domain is concerned with the learning outcomes of skills and the ability to act.

These three domains are the object of research on learning outcomes. Among the three domains, the cognitive domain is the most assessed by teachers in schools because it is related to the ability of students to master the content of teaching materials [55], [56].

b. Factors that affect learning outcomes

Broadly speaking, the factors that affect the learning outcomes of a student are classified into two, namely internal factors and external factors. Internal factors are factors that exist in the individual who is learning, while external factors are factors from outside the individual. These two factors have a very important meaning in helping students achieve the best learning outcomes.

a) Internal factors

Internal factors (factors from within the student) are the physical and spiritual circumstances or conditions of the student. These factors include:

- 1). Physiological aspects
- 2). Psychological aspects

b) External factors

Faktor eksternal atau faktor dari luar yaitu faktor-faktor yang berasal dari luar siswa yang mempengaruhi proses dan hasil belajar. Faktor-faktor ini meliputi:

1). Natural environment

The natural environment is a factor that affects the teaching and learning process, for example, the condition of the air, weather, time, place, or building, and the tools used for learning such as school tools.

2). Social environment

The social environment here is human beings or fellow humans, whether humans are present or indirectly present. The presence of other people while studying often interferes with learning activities.

Islamic Religious Education

a. Definition of Islamic Religious Education

Islamic Religious Education is an effort to foster and nurture students so that they can always understand the teachings of Islam comprehensively, and then live the goal that ultimately can practice and make Islam a way of life. Islamic Religious Education is a designation given to one of the subjects that must be studied by Muslim students in completing their education at a certain level [57]–[59].

Islamic Religious Education is an inseparable part of the curriculum of a school, so it is a tool to promote religion as one of the aspects of the school's objectives. Therefore, this subject is expected to provide balance in the lives of children in the future, namely human beings who have certain "*qualifications*" but are inseparable from the values of Islam. These

certain qualifications are provided by religion by providing study subjects other than Islamic Religious Education, while the embedded Islamic religious values are obtained through the Islamic religious education that they study.

In our education system, Islamic Religious Education is a type of religious education that is designed and given to students who practice Islam to develop their Islamic religion. The Islamic Agama education must be taught in every school that has students who are Muslim. This is because it is considered the only subject of lessons that are specifically designed to instil Islamic values in students who are Muslims, so it also needs to be taught by special teachers who master Islamic science and educational professional abilities [60], [61].

b. Function of Islamic Religious Education

- 1). Development, which is to increase students' faith and devotion to Allah SWT, has been instilled in the family environment.
- 2). Instilling values as a guideline for life to seek happiness in life in this world and the hereafter.
- 3). Mental adjustment, namely to adjust to the environment, both physical and social, through the teachings of Islam.
- 4). Improvement, namely to correct students' mistakes in their beliefs, understanding, and experience of religious teachings in daily life.
- 5). Prevention is to ward off negative things from his environment that can harm him.
- 6). Teaching about religious science in general.
- 7). Distribution, which is to channel children who have special talents in the field of Islam, so that these talents can develop optimally.

c. Objectives of Islamic Religious Education

Religious education has two goals that are expected to be carried out by students, namely increasing the religious integrity of students and developing an attitude of tolerance between religious people.

In addition, Islamic Religious Education also has exclusive goals and inclusive goals. The exclusive goal is to increase the dimensions of the Islamic religion brought by students from their family environment. Meanwhile, inclusive goals are expected to be able to lead them to become individuals who have a high attitude of religious tolerance to foster the life of the nation.

The Relationship between Self-understanding Intelligence and Learning Interest and Religious Learning Outcomes

Self-understanding *intelligence*, according to Howard Gardner, is the intelligence to understand one's feelings, the ability to distinguish emotions, and knowledge of one's strengths and weaknesses. *Strong self-understanding* intelligence makes us successfully control the situation to increase our strengths and minimize our weaknesses. Whatever those strengths and weaknesses, we can make the most of our talents through self-understanding intelligence. On the contrary, *weak self-understanding* intelligence causes us to continuously make the same mistakes and hinders us from learning to solve or avoid problems, which affects student learning outcomes.

Factors that affect student learning outcomes include intelligence, intelligence brought by individuals affects student learning. The higher the level of intelligence that the individual has, the easier and faster the learning will be. On the other hand, the more the individual has a low level of intelligence, the slower his learning will be, and he will have difficulty learning. According to Dr. Howard Gardner, intelligence has seven components, one of the seven components of intelligence is *self-understanding* intelligence. Therefore, *self-*

understanding intelligence is very important for students to achieve maximum learning outcomes, especially in religious subjects [62], [63].

METHODOLOGY

This study uses a quantitative approach with a multiple regression study method because the independent variable consists of more than one. The influencing variable is called *an independent variable* and the influencing variable is called a dependent variable, this method functions to find the influence between variable X on variable Y. In this study, there are three variables to be studied, namely self-understanding intelligence, learning interest, and religious learning outcomes at Al-Islam Islamic Boarding School in Thailand [64], [65].

The reason the researcher chose quantitative research is that in this study there are more than satsu variables and the researcher wants to find the relationship and influence between these variables this can be known if using data collected quantitatively so that the data can be tested statistically. The data collection method in this study uses questionnaires and documentation. As for the data analysis used in this study, the multiple regression analysis technique [66]–[68].

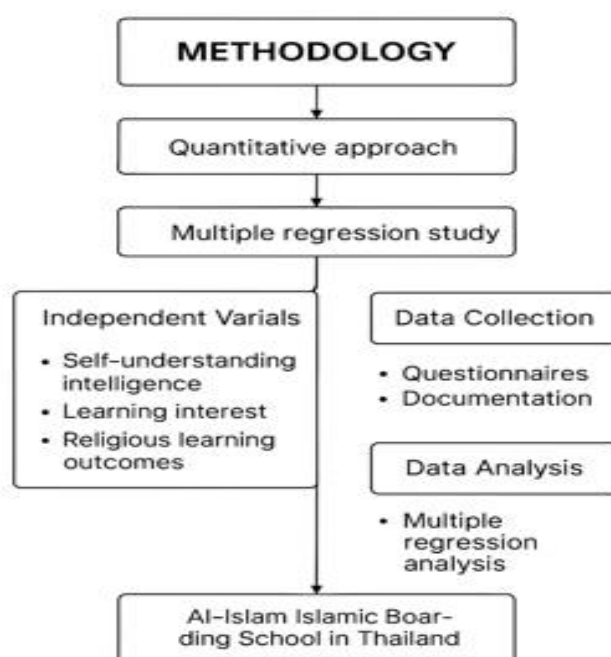


Figure 1. Research Methodology

RESULTS AND DISCUSSION

Data Description on Self-understanding Intelligence of Students

Table 1. Categorization of Self-understanding Intelligence of Students

| No | Value | Frequency | Percentage | Category |
|-----|--------------|-----------|-------------|----------|
| 1 | Over 57 | 13 | 18,055556 % | Good |
| 2 | 57 – 43 | 45 | 62,5 % | Enough |
| 3 | Less than 43 | 14 | 19,444444 % | Less |
| Sum | | 72 | | |

From this level, it can be seen that the self-understanding intelligence of students at the Al-Islam Islamic Boarding School in Thailand is in the good category with a frequency of 13

respondents (18.055556%), in the moderate category with a frequency of 45 respondents (62.5%), and in the poor category with a frequency of 14 respondents (19.44444%). Thus, in general, it can be said that the self-understanding intelligence of students at Al-Islam Islamic Boarding School in Thailand is sufficient because it is stated in the categorization that the percentage is 62.5%.

Data Description of Student Learning Interest in Al-Islam Islamic Boarding School Thailand

Table 2. Categorization of Student Learning Interest

| No | Value | Frequency | Percentage | Category |
|-----|--------------|-----------|------------|----------|
| 1 | Over 79 | - | - | Good |
| 2 | 79 – 52 | 59 | 81,94444 % | Enough |
| 3 | Less than 52 | 13 | 18,05555 % | Less |
| Sum | | 72 | 100 % | |

From these levels, it can be seen that those who express an interest in learning class students at the Al-Islam Islamic Boarding School in Thailand are in the good category do not exist, the sufficient category with a frequency of 59 respondents (81.94444%), and in the poor category with a frequency of 13 respondents (18.05555%). Thus, in general, it can be said that the interest in learning of class students at the Al-Islam Islamic Boarding School in Thailand is sufficient because it is stated in the categorization that the percentage is 81.94444%.

Data Description on Class Student Learning Outcomes at Al-Islam Islamic Boarding School, Thailand

Table 3. Categorization of Religious Learning Outcomes

| No | Value | Frequency | Percentage | Category |
|-----|--------------|-----------|------------|----------|
| 1 | Over 89 | 10 | 13,88888 % | Good |
| 2 | 89 – 76 | 50 | 69,44444 % | Enough |
| 3 | Less than 76 | 12 | 16,66666 % | Less |
| Sum | | 72 | | |

From this level, it can be seen that the religious learning results of students at Al-Islam Islamic Boarding Schools in Thailand are in a good category with a frequency of 10 respondents (13.88888%), in the sufficient category with a frequency of 50 respondents (69.44444%), and in the poor category with a frequency of 12 respondents (16.66666%). Thus, in general, it can be said that the learning outcomes of religious students at Al-Islam Islamic Boarding Schools in Thailand are sufficient because it is stated in the categorization that the percentage is 69.44444%.

Correlation Analysis of Self-understanding Intelligence with Student Religion Learning Outcomes at Al-Islam Islamic Boarding School, Thailand

To be able to find out whether there is a significant relationship between self-understanding intelligence and religious learning outcomes of students at Al-Islam Islamic Boarding Schools in Thailand for the 2021/2022 academic year, to use the product-moment correlation calculation technique and produce $r_{xy} = 0.354$ (rounded). At the significance level of 5%, the table $t_{rt}=0.232$ was obtained. Then compare r_{xy}/r_o with r_t . At the level of 5% significance, $r_{xy}/r_o = 0.354$ and $r_t = 0.232$ were obtained, then $r_{xy} > r_t$, so that H_o was rejected and H_a was accepted. Meaning there is a significant correlation between Self-understanding Intelligence (X1) and RELIGIOUS Learning Outcomes (Y). So, the higher the self-understanding intelligence of students, the higher the learning outcomes of students' religion [69], [70].

To state the contribution of self-understanding intelligence to learning outcomes. It can be seen by symbolizing Correlation with r , and the value of r is no more than price ($-1 \leq r \leq +1$). For the price of r , you can consult the following R-value interpretation table of R-values:

Table 4. Interpretation of R Values

| Interval Koephsin | Relationship Level |
|-------------------|--------------------|
| 0,800-1,000 | Very powerful |
| 0,600-0,799 | Strong |
| 0,400-0,599 | Quite strong |
| 0,200-0,399 | Low |
| 0,000-0,199 | Very low |

By looking at the table of interpretation of the R value above, it can be concluded that the relationship between self-understanding intelligence and learning outcomes is at a low level of relationship.

Correlation Analysis of Learning Interest with Student Religion Learning Outcomes at Al-Islam Islamic Boarding School Thailand

To be able to find out whether there is a significant relationship between learning interest and religious learning outcomes of students in the Al-Islam Islamic Boarding School in Thailand for the 2021/2022 school year, use the product-moment correlation calculation technique with the result $r_{xy} = 0.403$ (rounded)

For the interpretation, it can be seen by finding the degree of freedom (db/df) with the formula $db = n - nr$, so that $db = 72 - 2 = 70$ is obtained. With $db = 70$ then we see the table of "r" values of the product moment. At the significance level of 5%, $r_{table} = 0.232$. Then compare between r_{xy}/r_o and r_t . At a significance level of 5%, $r_{xy}/r_o = 0.403$ and $r_t = 0.232$, then $r_{xy} > r_t$ so that H_o is rejected and H_a is accepted. Meaning There is a significant correlation between Learning Interest (X_2) and Religious Learning Outcomes (Y). So, it can be concluded that the higher the student's interest in learning, the higher the student's religious learning outcome.

By looking at the table of interpretation of the r-value above, it can be concluded that the relationship between self-understanding intelligence and learning outcomes is included at a fairly strong relationship level.

Analysis of the Influence of Self-understanding Intelligence and Learning Interest on Student Religious Learning Outcomes at Al-Islam Islamic Boarding School in Thailand

Once all the data has been collected from the x_1 (Self-understanding Intelligence), x_2 (Learning Interest), and y (Religious Learning Outcomes) are then tabulated. To analyze the data on the influence of self-understanding intelligence and learning interest on the learning outcomes of students at the Al-Islam Islamic Boarding School in Thailand, the researcher used the *Multiple Linear Regression* analysis calculation technique with the following formula:

$$\hat{y} = b_0 + b_1x_1 + b_2x_2$$

After testing the parameters overall, with the help of the ANOVA table is generated $F_{hitung} = 9,3019761$ and $F_{tabel} = 3,13$. Because $F_{hitung} = 9,3019761 > F_{tabel} = 3,13$ then H_a is accepted, meaning F_{hitung} greater than F_{tabel} so that self-understanding intelligence and learning interest significantly affect student learning outcomes at Al-Islam Islamic Boarding School Thailand. From this data, it is known that the high and low learning outcomes of students will increase if self-understanding intelligence and student learning

interest are increased and vice versa. Low student learning outcomes if self-understanding intelligence and student interest in learning are low.

Based on the calculation of the determination coefficient (R^2), a value of 21.23643% was obtained, meaning that the variability/religion of the self-understanding intelligence (x_1) and learning interest (x_2) values had an effect of 21.23643% on the learning outcomes of religious (y) and the remaining 78.76357% was influenced by other factors that were not included in the model.

So, students who have an interest (happy attitude) in the lesson will seem to be encouraged to continue to study diligently, in contrast to students whose attitude is only accepting of the lesson. They are only moved to want to learn but it is difficult to be able to continue to persevere because there is no motivation. Interest is a psychological factor that will affect learning. Interests that can support learning are interested in the material/subject and in the teacher who teaches it. If students are not interested in the material/subject as well as the teacher, then the student will not want to learn. Great interest tends to produce high achievement, on the other hand, less interest in learning will result in low achievement. In that context, it is believed that interest affects the learning process and outcomes of students.

From some of the explanations above, it can be concluded that *self-understanding intelligence* and learning interest have an important relationship in learning, especially to obtain maximum learning outcomes, especially in the field of religion.

CONCLUSION

This research highlights the important role of self-understanding intelligence in improving students' academic achievement in Islamic boarding schools in Thailand. Self-understanding intelligence, which includes the ability to understand and manage oneself, has been shown to have a significant correlation with student learning success. Students who can identify their strengths and weaknesses, manage their emotions effectively, and motivate themselves show better academic outcomes compared to students who lack self-understanding and intelligence. In the context of Islamic boarding school education in Thailand, which combines Religious and general education, students' ability to regulate emotions, focus, and self-motivation is a determining factor in academic success. The strict and activity-dense pesantren environment requires students to have good self-management to achieve optimal achievements. The results of this study also emphasize the importance of self-understanding intelligence in overcoming learning challenges, academic stress, and in improving student discipline and learning commitment. Overall, this study successfully proved that self-understanding intelligence not only has an impact on students' personal development but also significantly contributes to their academic achievement. These findings provide new insight into the importance of paying more attention to psychological aspects, especially self-understanding and intelligence, in the educational process in Islamic boarding schools.

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Author Contribution

Mr. Anat Maisu: Conceptualization, Methodology, Writing–review & editing, Article administration. Abdulrohim E-sor: Methodology, Writing – review & editing, and Investigation.

Conflicts of Interest

All authors declare no conflict of interest.

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