Volume 15 Number 1 (2023)
January-June 2023
Page: 167-180

E-ISSN: 2656-9779
P-ISSN: 1907-6355
DOI: 10.37680/qalamuna.v15i1.2340

QALAMUNA
JURNAL PENDIDIKAN, SOSIAL, DAN AGAMA

The Impact of Islamic Religious Learning Assistance on The Reliciency of Single Parentage and The Role of Spiritual Well-Being

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Received: 09/12/2022 Revised: 17/02/2023 Accepted: 25/03/2023

Abstract

After the Covid-19 pandemic, parents were increasingly involved in assisting children's learning, from explaining material children did not understand to responding well to all learning from school. This article aims to analyze and measure the role of intervening spiritual well-being in the influence of religious learning assistance on single-parent resilience during the Covid-19 pandemic in the Horseshoe Region of East Java Province. This study involved 150 single-parent mothers/parents. All participants completed an online survey of a parent's resilience index, assistance in religious learning, and spiritual well-being. The study results show that 1) The better the mother's assistance in the learning process to accompany the child's learning assignments, the higher the spiritual well-being relationship with oneself is believing that life has several goals with an influence of 77.3%. 2) The better the mother's assistance in the learning process to accompany the child's learning assignments, the better the resilience of single mothers in dealing with all situations, with an effect of 48.0%. 3) the higher the spiritual well-being relationship with oneself is believing that life has several goals, the better the resilience of single mothers in dealing with all situations, with an influence of 40.6%.

Keywords Resilience Single-Parent; Assistance; Religious Learning; Spiritual Well-Being

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1. INTRODUCTION

As of September 2021, 6,726,668 cases of Covid-19 in Indonesia were recorded. Of the total cases, 6,559,303 of them were declared cured. Meanwhile, the death rate in East Java was 160,746 thousand (Faried et al., 2020). The number of deaths impacted the increasing number of single parents in East Java province by 18.25% of the total population and increased by 0.1% every year. The number of single mothers is 14.84%, and single fathers are 4.05% (Wahyono et al., 2021).

The data shows that the number of children growing up with single parents is also increasing in the Tapal Kuda area, namely, Probolinggo, Lumajang, Jember, and Bondowoso Regencies, East Java, at the end of 2021. The number of single parents is 13% (Aras et al., 2022). Single-parent status means that a person must adapt to new circumstances where he has a dual role as mother and father or vice versa. Furthermore, new tasks, such as earning a living and making decisions, must be carried out. Even with the status of a single person or single, single mothers or single fathers must remain close to their children, especially children who are starting to reach adolescence, so that they can assist in their study assistance, especially in religious education (Tachikawa et al., 2022). According to Hwie in Monica, parents can use several indicators to help children's learning: 1) Provide learning facilities. 2) Supervise the activities and use of children's study time at home. 3) assisting in the child's learning process at home. 4) Helping children with learning difficulties, including by helping to overcome obstacles when learning online and providing motivation during the learning process (Kirkpatrick Johnson, 2013).

Even though the Covid-19 pandemic is considered to have been completed, it has harmed family conditions, as shown by the research results of Wang et al., that survivors of Covid-19 during the recovery period harm mental health (Agarwal et al., 2022). Likewise, the results of research state that a mother's psychological state after Covid-19 shows a depressed psychological atmosphere and a decline in spiritual well-being in general (Brooks et al., 2020).

Patrick explained that parents reported deteriorating mental health since the COVID-19 pandemic began (Patrick et al., 2020). This is supported by Cusinato's research, which explains that changes in working conditions and psychological, physical, or genetic problems of parents are related to the level of the spiritual well-being of parents (Cusinato et al., 2020). Reinforced research (Koçak et al., 2021) concluded that covid survivors doing work and study assistance are associated with high scores of anxiety and depression, fear and worry (Zhang Y & Ma Z, 2020) and (Cuiyan et al., 2020). Other educational experts, Reivich, A. & Shatte, A. argue that seven abilities make up resilience, namely: (1) Emotional control, (2) the ability to control impulses, (3) Optimism, (4) the ability to analyze causes of problems, (5) Ability to empathize, (6) Self-efficacy, and (7) Ability to achieve what one wants (Vulpe & Dafinoiu, 2012).

Meanwhile, the Association of Indonesian Psychiatric Doctors (PDSKJI) conveyed the trend of psychological problems that occurred after the pandemic. Of 2,364 Indonesians who accessed self-examination, 64.8% reported experiencing psychological problems, namely 65% anxiety, 62% depression, and 75%. In that study, as many as 30% of children and 25% of parents showed high psychological pressure (Tjahjadi et al., 2022). During religious study assistance at home, Zahro found changes in working conditions and psychological, physical, or genetic problems for parents related to the psychological well-being of families affected by Covid-19 (Zahro, 2021).

Research conducted by Daks states that families will encounter many unexpected things after the pandemic, such as financial pressures, additional parenting burdens, and child care (Daks et al., 2020). These unexpected things can trigger several mental health problems, such as distress and burnout. According to Griffith, the fatigue or burnout experienced by parents of Covid-19 survivors is caused by several risk factors, including parents who do not work, financial insecurity, low social support from friends and family, and lack of free time (Griffith, 2020). parents cannot properly manage negative emotions such as stress and fatigue, which will affect their children's psychological condition and well-being.

Bonanno, in his research, explained that skills are needed for families to face challenges during a pandemic. The skills discussed in Daks et al.'s research are psychological flexibility which can be a source of family resilience (Bonanno & Burton, 2013). The concept of psychological flexibility in the family is relatively new, especially in studying family psychology during a pandemic. These skills are expected to become a strategy for dealing with challenges and difficulties, developing tolerance, and developing family acceptance of the changes after the Covid-19 pandemic. In the end, resilience (resilience) in the family will be formed and developed to minimize the level of family stress resulting from pressure while the family is doing all activities at home.

Additionally, Spiritual Well-Being is also influenced by resilience, as is the case with Roberto's research on the relationship between Spiritual Well-Being and resilience in 200 chronic disease sufferers aged 15 to 80. The study's results showed a positive relationship between resilience and Spiritual Well-Being (Roberto et al., 2020). Dewi's research results also concluded that spirituality has a significant positive relationship with quality of life and resilience in various genders, ages, occupations, and diseases. The higher a person's spiritual level, the better his quality of life and resilience in dealing with life's problems (Dewi & Hamzah, 2019). (Ellison, 1983) stated that spiritual well-being has two dimensions, namely the horizontal dimension (existential well-being), with indicators of relationships with oneself, relationships with friends and relatives, relationships with the environment, and vertical dimensions (spiritual well-being) indicated by an indicator of self-relationship with God.

Based on the descriptions of several previous studies, this study offers a novelty model for measuring the resilience of single-parent mothers in assisting religious learning through the spiritual well-being variable in facing the challenges of the post-covid-19 pandemic in the Horseshoe region of East Java Province, Indonesia.

2. METHODS

This research is a causal explanatory type (Kelley-Quon, 2018). The variables measured in this study are the resilience of single-parent mothers, Islamic religious learning assistance, and spiritual well-being affected by Covid-19. The characteristics of participants in this study were single-parent mothers in all district cities of East Java Province who were assumed to have the responsibility of caring for children, especially in assisting the process of learning the religion at the Kindergarten and Elementary School levels.

In this study, there are three constructs with 15 indicators. Researchers set a value of 10 x 15, resulting in 150 respondents (Hair et al., 2011). The number of 150 respondents is also in the table for determining the size recommendation in WARP-SEM for a statistical statistic from Cohen that for a target population of 150, the sample size is 150 with an error rate of 0.005 (Dash & Paul, 2021).

This study used a data collection method in the form of a questionnaire, which is a series of lists of questions whose answers were recorded by the respondents using the accidental sampling technique, namely sampling, based on the time it took to achieve the population sampling (Byrne, 2021).

The calculations in this study use the help of the SPSS (Statistical Product and Service Solutions) program for Windows 21.0 (Kimberlin & Winterstein, 2008). The results of the reliability test of spiritual well-being instruments, online learning assistance, and the resilience of single-parent mothers consisting of 11-25 statement items obtained a Cronbach's Alpha value greater than 0.600, indicating that the instrument is reliable and can be used in the subsequent analysis process (Che Md Ghazali, 2016). The data in the study were analyzed using the mean value of each instrument item. Criteria were used with class intervals obtained from the calculation results (Rahi, 2017):

(the highest answer score value - the lowest answer score value)

Total class/ category (Kock, 2014).

The criteria for describing the mean value obtained by each instrument were used. Structural Equation Modeling Partial Least Squares Path (SEM WARP PLS) was used to analyze the WARPPLS 3.0 Software package data. Following Hair's opinion, there are two stages in modeling and analyzing the PLS WARP equation (Hair et al., 2011). Parameter estimation in the PLS includes three steps: 1) creating a latent variable score from the weight estimate. The analysis at this stage is in the form of a PLS algorithm which contains an iteration procedure that produces latent variable scores. 2) estimating the path coefficient (path coefficient) that links latent variables and measuring the loading factor (measurement model coefficient) that links latent variables and their indicators. 3) Model Evaluation Evaluation of the model in PLS consists of two stages: evaluation of the outer model or measurement model and evaluation of the inner or structural model (structural measurement). (Sarstedt, 2019).

3. FINDING AND DISCUSSION

Measurement Model Testing (outer model)

A concept and research model can only be tested in a relational and causal relationship prediction model if it has gone through the purification stage and a measurement model. The measurement model (outer model) is used to test construct validity and instrument reliability. The results of data processing with the WARP PLS application are described as follows:

a. Validity test

According to Wiyono 2011 (in Lumbanraja 2018: 90), validity can be determined by convergent validity (outer model) with a loading factor value of 0.50 to 0.60, which is considered sufficient. In this validity test, the researcher used a loading factor > 0.50. The questionnaire has been distributed, and then the questionnaire is processed using WarpPLS 7.0 to produce a loading factor value as presented in Table 3:

Table 1. value of loading factor

Variable	Item	Value of loadings Factors	Evidence
Religious Learning Assistance	X1.1	0.725	Valid
	X1.2	0.942	Valid
	X1.3	0.861	Valid
	X1.4	0.797	Valid
	X1.5	0.703	Valid
	X1.6	0.795	Valid
	X1.7	0.662	Valid
	X1.8	0.635	Valid
Spiritual Well Being	Z1.1	0.986	Valid
	Z1.2	0.619	Valid
	Z1.3	0.831	Valid
	Z1.4	0.754	Valid
	Z1.5	0.678	Valid
	Z1.6	0.865	Valid
	Z1.7	0.644	Valid
	Z1.8	0.690	Valid
Resilience for single-parent	Y1.1	0.792	Valid
	Y1.2	0.683	Valid
	Y1.3	0.629	Valid

Y1.4	0.852	Valid
Y1.5	0.752	Valid
Y1.6	0.730	Valid
Y1.7	0.642	Valid
Y1.8	0.792	Valid
Y1.9	0.730	Valid
Y1.10	0.676	Valid
Y1.11	0.819	Valid
Y1.12	0.732	Valid
Y1.13	0.785	Valid
Y1.14	0.700	Valid

Source: data processed with Warp PLS 7.0

Based on table 3, all statement items are worth >0.50 and declared valid.

b. Reliability Test

The reliability test shows the consistency and stability of measuring instruments in research. According to Abdillah and Hartono, a construct is reliable if the composite reliability value is > 0.60.

Table 2. Cronbach's Alpha and Composite Reliability

No	Variable	*Composite reliability*	Status
1	Religious Learning Assistance	0,664	Reliable
2	Spiritual Well Being	0,639	Reliable
3	Resilience for single-parent	0,744	Reliable

Source: data processed with Warp PLS 7.0

From the table, it is known that all variables can be said to be reliable because the composite reliability value is > 0.60. The lowest composite reliability score is on the Spiritual Well Being variable, which is 0.639, and the highest is on the Resilience variable for Single Parent Mothers, which is 0.744.

Descriptive Analysis

The first stage to provide a descriptive description of the respondents' answers is to conduct a descriptive analysis of the research variables, namely the variables of parental assistance in online learning, spiritual well-being, and the resilience of single-parent mothers. The description refers to the mean value of each respondent's answer by category; strongly agree 4.2 – 5.0, agree 3.4 – 4.1, undecided 2.6 – 3.3, disagree 1.8 – 2.5, and strongly disagree 1.0 – 1.7.

The category assessment was based on the results obtained from 150 responses to the answers to parent assistance questionnaire in online learning, which consisted of 8 statements. The spiritual well-being questionnaire data consisted of 8 statements, and the resilience of single-parent mothers consisted of 14 statements. The mean value of respondents' answers to each statement item can be described below.

Table 3. Results of Descriptive Analysis of Religious Learning Assistance Variables (X1)

No	Indicator	Statement	Mean Value Statement	Total Mean Indicators
1	Providing learning facilities	Buying facilities to study religious material	4,17	4,33
		Preparing children's needs before learning religious material begins	4,50	
2	Supervision activities and use study time	Helping children in preparing a study schedule	4,33	4,37
		Remind to learn	4,42	
3	The process to help Learning	Accompany doing the task of learning religious material	4,53	4,42
		Asking about obstacles when studying religious material	4,31	
4	Help learning difficulties	Help overcome obstacles when learning religious material	4,50	4,32
		Motivate religious material	4,13	
Total Mean Value of Religious Learning Assistance				4,36

Source: data processed with Spss 21.0

Based on table 1, the average online learning assistance variable is 4.36. This result means that respondents strongly agree that online learning assistance is formed by providing learning facilities, supervising activities and using study time, assisting in learning, and helping with learning difficulties. The results of the description of the online learning assistance variable show that the learning process assistance indicator is the primary indicator capable of measuring online learning assistance, with the highest mean value of 4.42. This shows that the respondents agree that the main thing in helping the learning process is accompanying them in doing learning assignments.

Table 4. Results of Descriptive Analysis of Spiritual Well-being Variables (Y1)

No	Indicator	Statement	Mean Value of Statement	Total Mean Indicators
1	Relationship with yourself	Feeling satisfied and successful with the life you have	4,50	4,51
		Believing that life has several purposes	4,52	
2	Relationship with God	Proximity to God makes oneself not feel lonely	4,26	4,37
		Confident that God loves and cares for himself	4,48	
3	Relationships with others	Having satisfying personal relationships with friends and relatives	4,19	
		Have a friend who helps with all the problems of life	4,50	4,34
4	Relations with the Environment	Maintain environmental cleanliness	4,10	
		Trying to create a quiet environment	4,07	4,08
Total Spiritual Well-Being Variable Mean Value				4,33

Source: data processed with Spss 21.0

Based on table 2, the average spiritual well-being variable is 4.33. This result means that respondents strongly agree that spiritual well-being is formed by a relationship with oneself, a relationship with God, a relationship with other people, and a relationship with the environment. The results of the description of the spiritual well-being variable show that the relationship indicator with oneself is the primary indicator of spiritual well-being, with the highest mean value of 4.51. This shows that the respondents agree that the main thing concerning oneself is to believe that life has several

purposes.

Table 5. Results of Descriptive Analysis of resilience for single-parent Variables (Z1)

No	Indicator	Statement	Mean Value of Statement	Total Mean Indicators
1	Emotional Regulation	Stay Calm in dealing with problems	4,42	4,33
		Focus on existing problems	4,25	
2	Impulse Control	Ability to control negative emotions	4,52	4,42
		Ability to manage negative emotions	4,32	
3	Ability to analyze problems	Be able to make solutions to problems encountered	4,49	4,53
		Believing that failure results from a lack of effort	4,58	
4	Optimism	Having faith that everything will turn out well	4,44	4,55
		Confident that you can face any situation	4,66	
5	Empathy	Being able to interpret the verbal behavior of others	4,58	4,54
		Be able to interpret the non-verbal behavior of others	4,51	
6	Self-efficacy	Have the confidence to solve the problems encountered	4,19	4,32
		Have the confidence to succeed	4,45	
7	Achievements	Do not be ashamed if you fail	4,29	4,29
		Dare to optimize abilities	4,30	
	Total Mean Value of the Resilience for Single Parent Variable			4,43

Source: data processed with Spss 21.0

Based on table 3, the average resilience variable for single-parent is 4.43. This result means that the respondents strongly agree that the resilience of single mothers is shaped by emotional regulation, impulse control, ability to analyze problems (causal analysis), optimism, empathy, self-efficacy, and achievement. The results of the description of the resilience variable for single-parent mothers show that the optimism indicator is the primary indicator capable of measuring the resilience of single-parent mothers, with the highest mean value of 4.55. This shows that respondents agree that the main thing in optimism is having confidence in one's abilities in dealing with all situations.

WARP-PLS Data Analysis

a. Meaning of R^2 and testing of the structural model (inner model)

1) Structural Model Testing through R^2 Value

The R^2 value measures the level of variation in the independent variable changes to the dependent variable. The following is the R^2 value used to assess the effect of the independent variables on the dependent variable:

Table 6. Value of R^2

No	Variable	R^2
1	Spiritual Well-Being	0,598
2	Resilience for single-parent	0,281

Source: data processed with Warp PLS 7.0

From the table, it can be seen that the R^2 value of the spiritual well-being variable is 0.598, meaning that the spiritual well-being variable can be explained by the online learning assistance

variable of 59.8%. Other variables outside this study can explain the remaining 40.2%.

The R^2 value of the variable Resilience for Single Parent mothers is 0.281, meaning that the Resilience variable for Single Parent mothers can be explained by online learning assistance and spiritual well-being variables by 28.1%. Other variables outside this study can explain the remaining 71.9%.

b. Hypothesis testing

This research model uses hypothesis testing to see the significance level (p-value) and the relationship between variables. It can be seen from the estimated path coefficient results. The following is an image of the test results using WarpPLS 7.0

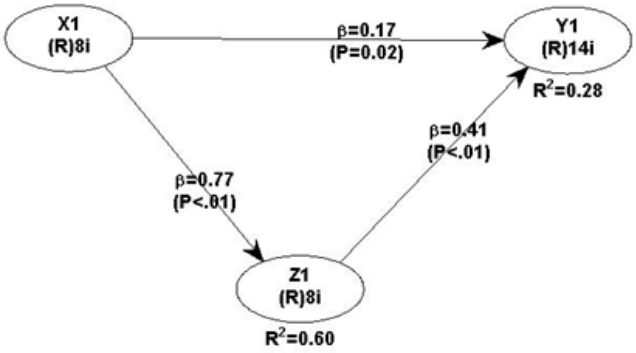

Figure 1. Testing the Indirect Effect Research Model with WarpPLS 7.0
Source: data processed with WarpPLS 7.0

Caption :

1) X1 : Online Learning Assistance
2) Z1 : Spiritual Well Being
3) Y1 : Resilience of Single Parent Mothers

All hypotheses in this study can be known to be significant or not significant based on the p-value. If the p-value is smaller than 5% (≤0.05), then H_0 is rejected, or there is a significant effect, whereas if the p-value is greater than 5% (>0.05), then H_0 is accepted, or there is an influence that is not significant. At the same time, the results of the path coefficient estimation are to test the strength of influence between variables and run the firmness of the relationship between variables.

The following presents the results of hypothesis testing based on the PLS WARP model that has been formed between Religious Learning Assistance (X1), Spiritual Well Being (Z1), and Resilience of Single Parent Mothers (Y1):

1) Hypothesis 1 tests the effect of religious learning assistance (X1) on spiritual well-being (Z1). The test results obtained p values of 0.001 <0.005 so that decisions can be made: Ha accepted: Online Learning Assistance (X1) affects Spiritual Well-Being (Z1). As for the interpretation of the path coefficients with a value of 0.773, online learning assistance affects spiritual well-being by 77.3%. That is, the better the online learning assistance assisting in the process, the better the spiritual well-being.

2) Hypothesis 2 tests the effect of religious learning assistance (X1) on the resilience of single-parent mothers (Y1). The test results obtained p values of 0.002 <0.005 so that decisions can be made: Ha accepted: Online Learning Assistance (X1) affects the resilience of single-parent mothers (Y1). As for the interpretation of the path coefficients with a value of 0.480, online learning assistance affects the resilience of single-parent mothers by 48.0%. That is, the better

the online learning assistance by assisting in the process, the better the resilience of single-parent mothers

3) Hypothesis 3 examines the effect of spiritual well-being (Z1) on the resilience of single-parent mothers (Y1). The test results obtained p values of 0.001 <0.005 so that decisions can be made: Ha accepted: that spiritual well-being (Z1) affects the resilience of single-parent mothers (Y1). As for the interpretation of the path coefficients with a value of 0.406, spiritual well-being affects the resilience of single-parent mothers by 40.6%. %. That is, the better the spiritual well-being, the better the resilience of single parents.

4) Hypothesis 4 tests the effect of online learning assistance (X1) on the resilience of single-parent mothers (Y1) through spiritual well-being (Z1). The test results obtained p values of 0.001 <0.005 so that decisions can be made: Ha accepted: online learning assistance (X1) on the resilience of single parent mothers (Y1) through spiritual well-being (Z1). As for the interpretation of the indirect effects for paths with a value of 0.315, online learning assistance on the resilience of single-parent mothers through spiritual well-being is 13.5%. This means that spiritual well-being can become a mediator variable in influencing the resilience of single-parent mothers from the mentoring variable. study online

DISCUSSION

The study results show four indicators: form online learning assistance, providing learning facilities, supervising activities and using study time, learning process assistance, and helping with learning difficulties. This study's results align with Hwie's theory, and parents can carry out several indicators to help children's learning (Kirkpatrick Johnson, 2013). These learning facilities can help facilitate students in the learning process so that students do not get obstacles in learning. Through the supervision of parents, children can study regularly and assist in the child's learning process at home by accompanying them on learning assignments and asking about obstacles while studying and helping children with learning difficulties, including helping them overcome obstacles when learning online and providing motivation during the learning process.

The study results show four indicators, including form spiritual well-being, relationship with oneself, relationship with God, relationship with other people, and relationship with the environment. from this explanation, the findings of this study (Ellison, 1983). Based on the analysis of the explanatory data, the findings of this study from the single parent resilience variable state that spiritual well-being has two dimensions, namely the horizontal dimension (existential well-being) with indicators of relationships with oneself, relationships with friends and relatives, relationships with the environment and vertical dimensions (spiritual well-being) is indicated by an indicator of self-relationship with God.

The results showed seven indicators, including one from the resilience of single parent emotional regulation, impulse control, ability to analyze problems, optimism, empathy, self-efficacy, and achievement (Vulpe & Dafinoiu, 2012). The results of the first hypothesis test show that the better the online learning assistance, the stronger the spiritual well-being. So that the research findings from the variable of religious learning assistance are that accompanying children in assisting the learning process by accompanying them to do their learning assignments has an impact on relationships with oneself and believing that life has several goals.

The results of the second hypothesis test show that the stronger the online learning assistance, the stronger the resilience of single-parent mothers. This means that accompanying children in assisting the learning process by accompanying children to do their learning tasks has an impact on the optimism of single-parent so that they have confidence in their abilities to deal with all situations.

The results of the third hypothesis test show that the stronger the spiritual well-being, the resilience of single-parent mothers is also getting stronger. This means a relationship with oneself and believing that life has several goals that impact the optimism of single-parent mothers so that they have

confidence in their abilities to deal with all situations.

The results of the fourth hypothesis test show that spiritual well-being can be a mediator variable in influencing the resilience of single-parent mothers from online learning assistance variables. This means that accompanying children in assisting the learning process by accompanying children in doing their learning tasks has an impact on relationships with oneself and believing that life has several goals so that it strengthens the sense of optimism of single-parent mothers in having confidence in their abilities in dealing with all situations.

The results of the study reinforce the results of Orhan's research (Koçak et al., 2021) concluded that the duration of quarantine for doing work and education online during post covid-19 pandemic is associated with high scores of anxiety and depression, fear, and worry (Zhang Y & Ma Z, 2020) and (Cuiyan et al., 2020). Likewise, it strengthens the results of Brooks et al.'s research (Brooks et al., 2020), which states that a mother's psychological state during quarantine indicates a depressed mental state and a decrease in spiritual well-being in general as is also the research conducted by Roberto, which shows that there is a positive relationship between resilience and Spiritual Well-Being (Roberto et al., 2020). The results of (Tachikawa et al., 2022) research also concluded that spirituality has a significant positive relationship with quality of life and resilience in various situations. Gender, age, occupation, and disease. The higher a person's spiritual level, the better his quality of life and resilience in dealing with life's problems (Dewi & Hamzah, 2019).

4. CONCLUSION

Based on the research and discussion results, it can be concluded that: 1) The results of the first hypothesis test show that accompanying children in assisting the learning process by accompanying children to do their learning assignments has an impact on relationships with oneself and believing that life has several goals, the better the spiritual learning accompaniment, the stronger the spiritual well-being, with an effect of 77.3%. 2) Accompanying children in assisting the learning process by accompanying them to do their learning tasks impacts the optimism of single-parent mothers so that they have confidence in their abilities to deal with all situations. The results of the second hypothesis test show that the stronger the online learning assistance, the stronger the resilience of single-parent mothers, with an effect of 48.0%. 3) The results of the third hypothesis test show that the stronger the spiritual well-being, the stronger the resilience of single-parent mothers, with an effect of 40.6%. This means a relationship with oneself and believing that life has several goals that impact the optimism of single-parent mothers so that they have confidence in their abilities to deal with all situations. The results of the fourth hypothesis test show that spiritual well-being can become a mediator variable in influencing the resilience of single-parent mothers from the variable of religious learning assistance, with an effect of 31.5%. This means accompanying children in assisting the process of religious learning by accompanying children in doing their learning assignments have an impact on relationships with oneself and believing that life has several goals so that it strengthens the sense of optimism of single-parent mothers in having confidence in their abilities in dealing with all situations.

Based on these conclusions, some suggestions that can be applied when mentoring religious learning include the following. Parents should assist their children in the learning process by accompanying them in carrying out their children's learning tasks on an ongoing basis so that children will be open to their parents and increase their awareness of self-confidence in dealing with all situations. At the same time, the recommendation for future researchers is to expand the population coverage, for example, in all provinces of Indonesia. The measurement model and analytical tools and software used are still possible to be developed in other studies with similar or different research objects.

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