

## RELATIONSHIP BETWEEN ACADEMIC SELF-EFFICACY AND ACADEMIC RESILIENCE OF STUDENTS AT PMDG IN PSYCHOLOGICAL AND ISLAMIC PERSPECTIVES

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### ABSTRAK

Setiap siswa yang menempuh pendidikan memiliki tantangan dan permasalahan akademik, termasuk siswa yang menempuh pendidikan di pondok pesantren. Salah satu kategori siswa yang memiliki tantangan akademik yang cukup berat dibandingkan siswa lainnya adalah siswa kelas V. Beberapa masalah yang dialami siswa kelas V antara lain menjadi pengurus asrama dan menjaga anggota selama di asrama, mengajar dan menerapkan bahasa Arab dan Inggris untuk diri mereka sendiri maupun untuk anggota, waktu belajar yang lebih sibuk dibandingkan dengan sekolah umum lainnya. Untuk menghadapi tantangan tersebut diperlukan ketahanan terhadap masalah yang disebut dengan ketahanan akademik. Tujuan dari penelitian ini adalah untuk melihat hubungan antara *academic self-efficacy* dengan resiliensi akademik santri di Pondok Modern Darussalam Gontor (PMDG) dan kajiannya menurut Islam. Metode yang digunakan dalam penelitian ini dari perspektif psikologi adalah pendekatan kuantitatif dengan tipe korelasional dengan partisipan berjumlah 267 siswa kelas lima dan pendekatan studi literatur dengan menelaah sumber-sumber literasi Islam dari perspektif Islam. Hasilnya, terdapat hubungan antara *academic self-efficacy* dan resiliensi akademik pada siswa kelas V di PMDG, dimana pada dimensi *Interpersonal Climate* menunjukkan korelasi yang lebih kuat dan signifikan antara masing-masing dimensi pada resiliensi dibandingkan dengan *Self-Engagement*, *Self-Oriented Decision Making*, and *Others-Oriented Problem Solving*. Dalam perspektif Islam, *academic self-efficacy* berhubungan dengan resiliensi akademik santri di PMDG, dimana siswa yang meyakini dalam diri akan kemampuannya serta menjadikan Allah sebagai tujuan dalam setiap aktivitas pembelajaran maka akan mampu bertahan dan berprestasi di lingkungan pesantren serta semakin dekat dengan derajat takwa.

**Kata Kunci:** afikasi diri akademik, resiliensi akademik

### ABSTRACT

*Every student has academic challenges and problems, including students who study at the boarding school. One of the categories of students that has a fairly tough academic challenge compared to other students in the fifth-grade student. Some of the problems experienced include being a dorm manager, teaching and applying Arabic and English for themselves and members, more busy study times. To face*

*these challenges, students require resilience to the problems known as academic resilience. The purpose of this research is to see a correlation between academic self-efficacy and academic resilience of students in PMDG and its review according to Islam. The method used in this research is a quantitative approach with a type correlational. The participants of this research are 267 students of class five in a psychological perspective and a literature study approach by examining sources of Islamic literacy from an Islamic perspective. The result, there is a correlation between academic self-efficacy and academic resilience among the students of class five at PMDG, wherein the dimension of Interpersonal Climate indicate a stronger significant correlation with each dimension at the academic resilience than the dimension of Self-Engagement, Self-Oriented Decision Making, and Others-Oriented Problem Solving. From an Islamic perspective, academic self-efficacy is related to the academic resilience of students at PMDG, where students who believe in themselves in their abilities and make God the goal in every learning activity will be able to survive and achieve in the pesantren environment and get closer to the degree of piety.*

**Keywords:** academic self efficacy, recilliency academic

## INTRODUCTION

Every student has an academic case at the time of school. Under the constitution article no 20 of 2003's chapter 17, there are various forms of education found in Indonesia, including an elementary school and madrasah ibtidaiyah or middle school and madrasah tsanawiyah, Madrasah Aliyah, Vocational School, or other equivalent schools. The whereabouts of MTS and MA just aren't public schools but also dorm-based school is a boarding school.

Hayati (2011) says that pesantren as a dormitory school lead by the kyai or the leader who always guides and give direction to student.

Pesantren differs from other academic institutions such as high school or MA. Pesantren has to manage full-day activities for their students. secondly, students studying public dan religion knowledge proportionally. Thirdly, students have to practice and using English and Arabic in all activities (Tolib, 2015).

Student assessment is divided into two, first academic achievement, second the value attitude of students. The teacher will assess students' attitude and behavior during the school year it is included students' participation in school, extracurricular activities, and disciplinary compliance. The rapport will be

distributed twice a year. When students active and feel that being able to adapt life in pesantren, will have a good outcome but if not it works the opposite way.

As students continue their level of the class, they will find it more difficult in academic conditions. Fifth-grade students have specific challenges to manage between duty as hostel supervisor, taking a part in the organization, participating in scouting, and other many activities. Therefore the higher levels of classroom students in Pondok Modern Darussalam Gontor (PMDG) more resilient than other levels in dealing with situations.

Students also were given the assignment to be able to take on the responsibility of leadership as a means to train leadership students, they were set to be ready to be led by anyone, even though their leaders were of different races and classes and still uphold the value of the carried by prophet Muhammad Peace be upon him (Islami, et. al, 2020).

According to Satyaningrum (2014), students with academic resilience have a positive disposition include high altruism and positive

response to others, having high motivations, performing high support, and good social relationship with family, and friends, enjoying school activities and having a good intellectual function.

When a fifth-grade student faces academic challenges, they needed a strong belief that he was able to direct and control himself through the completion of the set of duties, it is significance of the self-efficacy, that individuals beliefs could overcome any obstacle faced by self.

The level of self-efficacy can regulate how the individual overcomes the challenge, motivation, and academic achievement (Cassidy, 2015; Hamill, 2003). Hendriana (2014) reveals that higher the level of self-efficacy students, they more have the belief to complete the work, and go through the academic challenge. Sagone and Caroli (2014) define academic self-efficacy as a belief that they can successfully perform the various academic assignments that are delegated.

Referring to some literature reviews there is one variable that can improve academic resilience is academic self-efficacy. the study of

both variables, academic self-efficacy, and academic resilience are more frequent in general school. whereas in Indonesia the study of both variables is still limited among students in pesantren.

The objectives of this study is to explore the relationship between academic resilience and academic self-efficacy in PMDG and its review according to Islamic perspectives. Participants of this study is Fifth Grade students from PMDG or same as 12<sup>th</sup> grade in general high school.

In this study, researchers used a qualitative and quantitative approach. A qualitative design with a library study approach by analyzing verses of the Qur'an, Hadiths, and various classical and modern literature. The research design with a quantitative approach uses non-experimental methods because the researcher does not conduct any manipulation or intervention to the subject (Seniati, Yulianto, & Setiadi, 2015). The type of research used in this study is the type of correlation.

Table 1. Academic Self-Efficacy Hypothesis Testing with Indonesian version of Academic Resilience in Each Dimension

Dimension	Perseverance		Reflecting and Adaptive Help Seeking		Negatif Affect and Emotional Response	
	r	sig(2)	r	sig(2)	r	sig(2)
<i>Self-Engagement</i>	0,288*	0,000	0,261*	0,000	0,107	0,082
<i>Self-Oriented Decision Making</i>	0,235*	0,000	0,186*	0,000	-0,035	0,564
<i>Other-Oriented Problem Solving</i>	0,249*	0,000	0,246*	0,000	0,144	0,18
<i>Interpersonal Climate</i>	0,331*	0,000	0,331*	0,000	0,189*	0,002

\*Significant correlation value  $r > 0,05$

## DISCUSSION

### Psychological Perspectives

In table 3, there is a significant relationship academic self-efficacy and academic resilience. There is significant relationship between interpersonal climate and perseverance. The existence of a significant relationship between the two dimensions can occur because the ability to establish good interpersonal relationships can cause a person to have good social support (Anders & Tucker, 2005). Another study found, when students have good social support from their friends around them, they have good academic resilience as well (Putri&Nursanti, 2020). So overseas students and fifth-grade students have similarities in terms of independence because both are far from their parents and take care of all their needs independently in their educational environment, so social support from friends is a very meaningful thing.

Another dimension has a significant relationship is interpersonal climate, and reflecting and adaptive help-seeking. The existence of a significant relationship between the two dimensions can

occur because student involvement with peers provides opportunities to experience aspects of social learning, and encourages students to help each other in assisting (Newman, 2002). Students who often involve themselves in various social and academic activities organized, the greater the chances that these students have for success (Tinto, 2012).

Another result obtained is that there is a significant relationship between interpersonal climate and negative effect, and emotional response. The existence of a significant relationship between the two dimensions can occur because by creating a collaborative environment, the emotional pressure felt by individuals can be minimized by building harmonious relationships with other people (Hasanah, 2015). Harmonious relationships are formed based on intense communication so that the strength influence of communication on commitment is largely determined by how closely the individual needs to maintain relationships with existing social groups (interpersonal climate) (Hutagalung, 2014).

Then another result is that there is a significant relationship between self-oriented decision making, and perseverance. The existence of a significant relationship between the two dimensions can occur because students who can find ways to solve problems will be confident in their ability to handle problems. So that it will survive and try to find ways that can be done to solve the problem completely (Mardiyah & Rahmandani, 2018).

Referring to other results obtained that there is a significant relationship between self-oriented decision making, and reflecting and adaptive help-seeking. These results are in line with Sembiring's research (2016) which shows that self-efficacy is a protective factor for academic resilience. This is because self-efficacy can help students in making decisions and make students become more resilient individuals in their studies.

Other results in this study were also obtained in the form of a significant relationship between self-engagement, and reflecting and adaptive help-seeking. These results support previous research from

Newman (2002) which examined student self-regulated learning stating that the role of adaptive help-seeking to teachers and peers is very large in the success of these students. Referring to Sari's research (2017) self-efficacy along with social support contributed 66.9% to a person's resilience.

Furthermore, this study also found that there is a significant relationship between other-oriented problem solving and perseverance. The existence of a significant relationship between the two dimensions can occur because the involvement of teachers can affect students in their activities at school. This is in line with research conducted by Hendriana (2014) which revealed that the higher students' self-efficacy, the higher their confidence in themselves to complete work and face academic challenges.

Another result obtained in this study is that there is a significant relationship between other-oriented problem solving, and reflecting and adaptive help-seeking. Morales' research (in Utami, 2020) states that individuals who have positive relationships with peers, family, and

surrounding communities tend to have good academic resilience.

Another dimension that has a negative relationship is between self-oriented decision making, and negative effect, and emotional response. Goleman's research (2001) states that self-awareness is useful for knowing what is felt in the form of emotions, at a time it can be used for its decision-making process.

### **Islamic Perspectives**

To explain academic self-efficacy from an Islamic point of view, the researcher uses the Qur'an as the main foundation. Islam views that every human being is created in the best form. Allah SWT said:

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ ط

Meaning: "Indeed, We have created man in the best of forms." (Q.S. At-Tin: 4)

According to the interpretation of the Ministry of Religion of the Republic of Indonesia (2018) in this verse, Allah confirms that humans who live on earth were created with the best physical and psychological conditions. From a psychological point of view, only humans have perfect thoughts, potential and

feelings. While the human psyche is nurtured and developed by giving him the intake of religious values and good education. So that with this gift he is used to pursue and increase scientific insight, while his hands are free to move in order to be able to realize his knowledge to enjoy the widest possible benefit for mankind.

Katsir (2004) explains this verse further that Allah Subhanahu WaTa'ala has created man in the best form and in the most perfect form, his way is upright, and all his limbs are good. This shows that there is an extraordinary potential that God has presented for humans to walk through life while in this world.

Based on the previous explanation, it can be concluded that academic self-efficacy according to the Islamic perspective is a form of individual faith that makes belief in himself to continue to make God his main goal, especially in terms of studying. When this belief is accompanied by doing various obedience and righteous deeds, then God's promise to the servant is that he will give a thoyibah (good) life and every good he does will be rewarded

with a better reward than what he has sought.

Academic resilience is identical with individuals who are able to survive in difficult situations and will be able to display the right attitude so that they are able to adapt to various demands or directions given to them. Islam itself provides many lessons that every human being will be tested with different trials and tests, ranging from the lightest to the toughest. Allah said in Surah Al-Baqarah verse 214 as follows:

أَمْ حَسِبْتُمْ أَنْ تُدْخَلُوا الْجَنَّةَ وَلَمَّا يَأْتِكُمْ مَثَلُ الَّذِينَ  
خَلَوْا مِنْ قَبْلِكُمْ مَسَّنَّهُمْ الْبَاسَاءُ وَالضَّرَّاءُ وَرُبُّوا  
حَتَّى يَقُولَ الرَّسُولُ وَالَّذِينَ آمَنُوا مَعَهُ مَتَى نَصُرُ  
اللَّهُ ۗ أَلَا إِنَّ نَصْرَ اللَّهِ قَرِيبٌ

Meaning: "Or do you think that you will enter heaven, even though there has not yet come to you (trials) like (experienced) those who were before you. They were afflicted with poverty, suffering and shaken (with various trials), so that the Apostle and those who believed with him said, "When will Allah's help come?" Remember, Allah's help is near." (Q.S. Al-Baqarah: 214)

To achieve the pleasure of Allah and get heaven, is not an easy thing and without obstacles, but must

go through persistent and consistent struggle, as was the case with the previous people. Because the trials and sufferings they experienced were felt for a long time, they still believed that no matter what conditions hit them, God's help would always come. So their messenger and his followers became restless and said, "When will Allah's help come?" Allah answered the question, "Remember, Allah's help is very near." In time they will win and defeat the enemy, persecutors and wrongdoers (Kemenag RI, 2018).

Katsir (2004) explains in his interpretation that before a servant enters heaven, he will get trials, tests, tribulations, like what people before you from the previous Ummah have experienced. Some scholars state that al-ba'su means poverty, while ad-darra'u means disease. Wazulzilu means to be afraid of the enemy with great fear.

Based on the explanation above, the relationship between academic self-efficacy and academic resilience in Islamic students can be seen from how individuals respond to various trials and difficulties of life. Santri with strong academic self-efficacy will make God the goal of all their



activities and believe that whatever good they do will get a better reward provided by Allah.

Academic self-efficacy and academic resilience are both a forum for students to be able to achieve a degree of piety. Because with this piety, the best provisions that need to be prepared by individuals while in the world as the word of God in Surah Al-Baqarah verse 197. Therefore, when the individual has become a pious person, God's promise is in the form of being facilitated in various affairs, eliminating various mistakes and multiplying the reward of goodness, given a way out of the problem and given sustenance from unexpected directions as stated in the letter At-Thalaq verse 2-5.

## CONCLUSION

The results of this study indicate that there is a significant relationship between Academic Self-Efficacy and Academic Resilience in Santri at PMDG, meaning that this research hypothesis is accepted. From an Islamic point of view, academic self-efficacy is related to the academic resilience of students at PMDG to become a forum for students to continue to maximize their

abilities in order to achieve a degree of true piety. This process towards piety can be done by always making God the main goal in studying. It can be realized by various activities in the form of inviting in terms of goodness and staying away from things that are prohibited from being done while in the pesantren environment.

In this study, there are also some limitations, namely in terms of sample selection. This study only involved male participants, due to the limitations of researchers in finding relationships and the lack of access to data collection in other pesantren. In future research, it is recommended to conduct research with other variables and participants from various types of other educational institutions, so that the resulting data can be disseminated and generalized.

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