

## THE INFLUENCE OF SOCIAL SUPPORT AND OPTIMISM ON STUDENT SELF-EFFICACY IN MEMORIZING THE QURAN AT SMPIT AL FAKHRI SINGGAL

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### Abstract

This study aims to determine the effect of social support and optimism on students' self-efficacy in memorizing the Koran at SMPIT Al-Fakhri Sunggal. The population of this research is 222 students. Sampling in this study was carried out using a purposive technique, namely taking samples based on certain characteristics. In this study, the sample characteristics were students who had parents, so the sample size was 209 students. This research uses quantitative methods. Measuring tools used are social support scale, optimism scale and self-efficacy scale. Data analysis using multiple linear regression test. The results of this study indicate that there is a significant influence of social support on student self-efficacy, where the coefficient value is 1.277 and a significance value of 0.000, namely  $<0.05$ , the hypothesis is accepted. Furthermore, the results of the study also show that there is a negative effect of optimism on student self-efficacy at SMPIT Al-Fakhri with a coefficient value of -0.732 and a significance value of 0.000  $<0.05$ . Based on this research, it was obtained data that social support and optimism simultaneously affect self-efficacy with  $F_{\text{count}} > F_{\text{table}}$   $F_{\text{count}} = 1.073 > F_{\text{table}} = 3.89$ .

**Keywords:** *Self-efficacy, Social Support, Optimism*

### 1. INTRODUCTION

Al-Quran is the holy book which is used as the main guide and life guide for Muslims. The Koran was conveyed to the Prophet Muhammad SAW through Allah's revelation, which was then written down in the mushaf (a collection of sheets that record Allah's revelations). The decline of the Al-Quran occurred mutawatir, meaning sequentially and guaranteed to be true. For those who read the Koran, will get a great reward, Wilda (2018). One of the real efforts in maintaining the Koran is to memorize it. The process of becoming a memorizer of the Al-Quran is not easy because the Al-Quran consists of 114 letters, 6,236 verses, 77,439 words and 323,015 letters in Arabic. Memorizing the Koran does not only involve memory skills, but also involves the obligation to maintain, understand, and be responsible for teaching the contents of the verses of the Koran to oneself and others, Chairani & Subandi (in Wilda, 2018). Chairani & Subandi (in Wilda, 2018) also argue that in the process of memorizing the Al-Quran, students who memorize the Al-Quran often face various obstacles. Some of the obstacles that often arise include the tendency to be lazy, forget easily, lack of patience, feel easily discouraged, decreased enthusiasm, there are many similar verses, and lack of muroja'ah or repetition of memorization. Students are expected to have self-efficacy in memorizing the Al-Quran so they can overcome these obstacles. Self-efficacy according to Lianto (in Gusty, 2023) is an evaluation of personal ability to carry out a certain task in a specific situation. Self-efficacy is an individual's belief in his ability and effectiveness in carrying out a task. From this explanation it can be concluded that with self-efficacy students have a level of confidence in their ability to memorize the Al-Quran.

*Self-efficacy* according to Bandura (in Andri, 2020), it is a matter of subjective perception meaning that self-efficacy does not always show actual abilities, but relates to a belief that each

individual has. Each student has different abilities, as well as the way in which he is able to generate enthusiasm in the learning process. The higher the self-efficacy, the easier it is for the student to complete his learning, and vice versa, the lower the student's self-efficacy, the more difficult it is for the student to complete his learning at school. According to Bandura in (Uswatun, 2019) students who have high self-efficacy have an active attitude in choosing the best opportunities, can process situations and neutralize obstacles, set goals by creating standards, prepare everything, plan well, try hard and persistent, creatively solve problems, learn from past experiences, visualize success and limit stress.

Whereas students who have low self-efficacy tend to be passive, avoid difficult tasks, develop weak aspirations, focus on their own weaknesses, never try, give up and become discouraged, blame the past for their lack of ability, worry easily, becomes stressed, and becomes helpless, and thinks of reasons or justifications for failure. Uswatun (2019). According to Mila (2020), nowadays many parents send their children to Islamic schools on the grounds that their children have religious provisions. In addition, parents choose schools that have an Islamic curriculum and have a long school learning process (full day) with the aim that children or students avoid associations that are currently getting worse and become people of noble character. One of the schools that has an Islamic curriculum is SMPIT Al Fakhri which is located on Jalan Sei Mencirim, Sunggal District. SMPIT Al Fakhri has a Vision "Creating a spiritual, emotional, intellectual and social intelligent generation". By holding this vision, SMPIT Al Fakhri creates a special curriculum, namely the Islamic curriculum, one of which is the Al-Quran memorization program. In addition to memorizing, students are also taught to understand tajwid properly and correctly so that the students' memorization is good.

SMPIT Al Fakhri is a religion-based school with a full day system and has a target of memorizing the Al-Quran, namely 1 juz in 1 academic year so that when you finish studying at SMPIT Al Fakhri you can memorize 3 juz. The process of memorizing the Al-Quran is not easy, students are expected to be able to divide their time with academic studies and other school activities. Based on the results of observations made in January 2023, it was found that several students tended to be passive in tahfidz lessons, some students also avoided tahfidz lessons with permission to go to the toilet. The results of interviews with several students showed that there were many obstacles such as insufficient time to memorize, ability to memorize, loss of previously acquired memorization, even laziness and lack of confidence in their abilities. This is in accordance with the characteristics of low self-efficacy put forward by Bandura in (Uswatun, 2019), namely tending to be passive, avoiding difficult tasks, developing weak aspirations, focusing on one's own weaknesses, never trying, giving up. and get excited. In addition, based on the results of interviews with the tahfiz teacher coordinator, it can be concluded that teachers hope that parents do not just leave their children at school but also help and support their children in memorizing the Al-Quran. The tahfidz teacher admits that there are many student obstacles in memorizing the Al-Quran, apart from memorizing the Al-Quran students are also required to attend Academic classes, parents should be able to provide support in the form of motivation and advice so that students become more enthusiastic about memorizing the Al-Quran. This is in line with one of the factors that influences student self-efficacy according to Dhio (2019) social support.

Social support according to Kossek (in Sudarman and Faisal, 2021) is a form of relationship that provides assistance to individuals in the form of emotional attention, instrumental assistance, provision of information and appreciation or assessment of individuals by their social environment.

The concept of support involves communication and usually takes the form of emotional support (listening, providing empathy or problem solving support). According to Benight and Bandura (in fatma and Damajanti, 2017) Adequate social support provides a sense of comfort and feels that he is valued, cared for and acknowledged so as to increase self-efficacy, but if the social support received does not provide a sense of comfort, it is not in accordance with needs, and not feeling that they are getting help and support can weaken students' confidence in their own abilities.

According to Sudarman and Faisal (2021) social support can come from family, friends or friends. Encouragement in the form of support from people around, especially parents, will be very helpful in being able to give attention, motivation for what you want, so this research focuses on social support from parents. Great wishes will come true by themselves if there is support from the people around them, parents are one of the strengths for students in achieving memorization targets, Nurul (2022). Social support provided by parents can include emotional support in the form of giving praise, supervision, listening to complaints and concrete support by facilitating the process of learning to memorize the Al-Quran. However, the facts show that parents are busy working so they are lacking in providing moral support such as praise or supervision. The right social support can help students overcome challenges and increase their confidence in facing complex tasks such as memorizing the Koran. Apart from social support factors, according to Dhio (2019) optimism factors can also affect a person's self-efficacy. Optimism is an individual belief that bad events or failures are only temporary, do not affect activities and failures are not absolutely self-inflicted, but can be caused by situations, fate, or other people. Seligman (in Afiyah, 2020).

Optimism according to Scheier and Carver (in Imam, 2019) can help a person to be able to overcome obstacles that arise in achieving an individual's goals or targets. In the context of memorizing the Al-Quran, students can overcome their obstacles in memorizing the Al-Quran so that they can achieve the desired target. This is in line with research conducted by Dhio (2019) which says that there is a significant effect of optimism on self-efficacy. The results of interviews with students who were punished for not achieving the target of memorization showed that they had the characteristics of a pessimistic attitude, namely they tended to think negatively and did not have the confidence to be able to memorize the Al-Quran, while individuals who had an optimistic attitude would always think positively in every circumstances. Vivi (2018). Based on this, the purpose of this study was to determine and analyze the effect of social support and optimism on students' self-efficacy in memorizing the Koran.

## 2. IMPLEMENTATION METHOD

This type of research uses a survey approach, the identification of research variables consists of vThe dependent variable is Self Efficacy (Y) while the independent variable is Social Support (X1) and Optimism (X2). operational definitions of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. The population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by the researcher to study and then draw conclusions (Sugiyono, 2017). In this study, a sample of 209 students was taken based on the purposive sampling technique according to the criteria. The data collection method is obtained through a scale instrument. According to Azwar (2015) a psychological scale is a measurement tool that measures aspects or attributes of psychological samples through behavioral indicators translated into question items or statements. The data needed in this study were obtained through three kinds of scale instruments, namely the Self Efficacy, Social Support, and Optimism scales.

### 3. RESULTS AND DISCUSSION

Obtained 30 items on the social support scale have a value of Sig. (2-tailed)  $< 0.05$  and Pearson Correlations is positive and  $>$  from R Table, then 30 items on the social support scale are declared valid and 4 items on the social support scale are declared invalid and the Cronbach alpha value is  $> 0.60$ , so that the variable is said to be reliable. At 26 items on the optimism scale it has a value of Sig. (2-tailed)  $< 0.05$  and the Pearson Correlations is positive and  $>$  from R Table, then 26 items on the optimism scale are declared valid and 6 items on the optimism scale are declared invalid and Cronbach alpha values are obtained  $> 0.60$ , so that the variable is said to be reliable. The 20 items on the self-efficacy scale have a value of Sig. (2-tailed)  $< 0.05$  and Pearson Correlations is positive and  $>$  from R Table, while the R Table value on this scale is  $DF=N-2$ , namely 0.2542, then 20 items on the self-efficacy scale are declared valid and 12 items on the self-efficacy scale is declared invalid and the Cronbach alpha value is  $> 0.60$ , so that the variable is said to be reliable. The F test (ANOVA) was conducted to see the effect of all the independent variables, namely social support and optimism on the dependent variable, namely self-efficacy. This test was carried out at a significant level of 95% or a significance level of 5% ( $\alpha = 0.05$ ). The test results are presented in the following table:

**Table 1.** F test results

ANOVAa						
Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	3,870,430	2	1,935,215	1,073	.000
	residual	371,187	206	1,802		
	Total	4,241,617	208			
a. Dependent Variable: Self-efficacy						
b. Predictors: (Constant), Optimism, Social Support						

Based on the results of the F test in Table 1. it shows a significance value of 0.00 which is less than 0.05 ( $0.00 < 0.05$ ). In addition, by using linear interpolation, the calculated F is also greater than the F table. To find the value of the F table in this study is  $df1 = (k-1)$ , namely  $df1 = (2-1)$  then the value of  $df1 = 1$ . Furthermore,  $df2 = (nk-1)$ ,  $df2 = (209-2-1)$ , then the results of  $df2 = 206$ . Thus it is concluded that the variables of social support and optimism simultaneously have a relationship to students' self-efficacy in memorizing Al-Quran at SMPIT Al-Fakhri Singgal by looking at F count = 1.073  $>$  F table = 3.89. The t test is a test used to determine whether the independent variable partially affects the dependent variable. If the value is Significance (Sig).  $<$  probability 0.05, then there is an influence of the independent variable (X) on the dependent variable (Y), and vice versa. To find out whether the research objectives have been achieved is to compare the Significance value (Sig.) obtained from the results of data analysis as presented in the following table:



**Table 2.** Partial t test results

Model		t	Sig.
1	(Constant)	0.925	0.356
	Social Support	45,031	0.000
	Optimism	-35,451	0.000

Based on Table 2, it can be concluded regarding the partial test results of each independent variable on the dependent variable, as follows:

1. Social support has a relationship with students' self-efficacy in memorizing the Koran at SMPIT Al-Fakhri Sunggal.
2. Optimism has a relationship with students' self-efficacy in memorizing the Koran at SMPIT Al-Fakhri Sunggal.

Table 2 shows that the significance value for the social support variable is 0.000. This value is smaller than the significance level of 0.05 so it can be concluded that social support has a relationship with students' self-efficacy in memorizing the Al-Quran. The significance value for the optimism variable is 0.000 which is less than the significance level of 0.05 so it can also be concluded that optimism also has a relationship with students' self-efficacy in memorizing the Koran at SMPIT Al-Fakhri Sunggal. This study also conducted a coefficient of determination test (R<sup>2</sup>) which aims to find out how much the percentage of social support and optimism variables simultaneously or simultaneously has an influence on students' self-efficacy in memorizing the Koran at SMPIT Al-Fakhri Sunggal. The results of the test for the coefficient of determination are presented in the following table:

**Table 3.** Test Results for the Coefficient of Determination (R<sup>2</sup>)

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	0.955	0.912	0.912	1,342
a. Predictors: (Constant), Optimism, Social Support				
b. Dependent Variable: Self-efficacy				

Based on Table 3 above on R Square, a determination coefficient value of 0.912 is obtained, which means that 91.2% of the social support and optimism variables simultaneously or simultaneously have an influence on students' self-efficacy in memorizing the Al-Quran at SMPIT Al-Fakhri Sunggal. While the remaining 8.8% is explained by other variables not included in this study. Multiple linear regression analysis is used to find the effect of two or more independent variables (independent variable or X) on the dependent variable (dependent variable or Y). The independent variables in this study are social support (X1) and optimism (X2), while the dependent

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variable in this study is self-efficacy (Y). The output of the results of multiple linear regression analysis in this study is presented in the following table:

**Table 4.** Results of Multiple Regression Analysis

Model		Unstandardized Coefficients	
		B	std. Error
1	(Constant)	2,235	2,416
	Social Support (X1)	1,277	0.028
	Optimism (X2)	-0.732	0.021

So that the obtained multiple linear regression equation is as follows:

$$Y = 2.235 + 1.277 X1 - 0.732 X2$$

Based on the regression equation above, it can be analyzed the effect of each independent variable on the dependent, namely:

- The value of the constant is positive, meaning that self-efficacy is as big as this constant if social support and optimism do not affect students' self-efficacy in memorizing the Al-Quran at SMPIT Al-Fakhri Sunggal.
- The regression coefficient of the social support variable (X1) shows that the social support variable has a positive relationship to self-efficacy. This means that any increase in social support will increase students' self-efficacy in memorizing the Koran at SMPIT Al-Fakhri Sunggal. Social support according to Sarafino (Heni & Ruseno, 2019) is support by providing a sense of comfort, support, and affection to someone when they experience stress, feel inferior, incompetent, or feel worthless. Thus, social support helps individuals feel capable of facing obstacles or difficulties in carrying out tasks or overcoming challenges.

Social support can come from family or parents, friends and teachers. This research focuses on social support that comes from parents. The social support is in the form of emotional support, informational support and concrete support. The emotional support provided by parents to students in the context of memorizing the Al-Quran involves expressions of empathy, concern and concern. Parents who provide emotional support to students, for example by providing emotional support in the form of feeling comfortable, listening to their complaints, and being appreciated when students experience difficulties memorizing the Al-Quran, this can help increase students' self-efficacy in memorizing the Al-Quran. The second social support is in the form of informational support, informational support can be in the form of providing advice in solving a problem. Students who experience difficulties in memorizing the Al-Quran are given social support from their parents in the form of advice and information to solve various difficulties in memorizing the Al-Quran.

The last social support is concrete support, namely by providing the items needed to help memorize the Al-Quran so that it makes it easier for students to memorize the Al-Quran and increase their self-efficacy. With social support and more specifically from parents, it

will help increase students' self-efficacy, namely their belief in their own ability to achieve these goals. Positive and ongoing social support from parents plays an important role in helping students overcome obstacles and maintain their well-being in memorizing the Al-Quran. This research is in line with research conducted by Mutia (2018), Arifin (2022), and Akbar (2018) which states that there is a significant relationship between social support and self-efficacy with the result that the higher the social support received, the higher the self-efficacy and the lower the social support, the lower the self-efficacy. In addition, research conducted by Nurul (2022) is also in line with this research which states that there is a significant positive relationship between parental social support and self-efficacy with the assumption that the higher the social support you have, the higher the self-efficacy.

- c. The regression coefficient of the optimism variable (X2) shows that the optimism variable has a negative relationship to self-efficacy. This means that any decrease in optimism will increase students' self-efficacy in memorizing the Koran at SMPIT Al-Fakhri. In memorizing the Al-Quran, there are many challenges or targets that must be achieved by students, students who have confidence in their abilities or self-efficacy in memorizing the Al-Quran will find it easier to achieve memorization targets. Optimism can strengthen self-efficacy by influencing individuals' perceptions of their abilities. Optimistic individuals tend to see their abilities positively and believe that they have the strength to overcome obstacles and face challenges.

However, Optimism can also provide bias, according to psychologist Tali Sharot quoted from a blog written by Robert (2022) about "Optimism Bias, The Dark Side Of Looking At The Bright Side", Optimism can make a person tend to overestimate the possibility of facing positive future event and underestimate the likelihood of experiencing a negative event." This bias has a very strong and neurophysiological basis, partly because people tend not to be consciously aware of it. According to Robert (2022) Optimism in the form of Unrealistic can bias optimism. Unrealistic Optimism according to Anneli, Lisa and Bojana (2017) is the tendency of people to believe that they are less likely to experience negative events and more likely to experience positive events than other people. As noted by Kahneman in Robert (2022), it can give a biased meaning. We tend to think of ourselves as not only better drivers and planners than we really are, we may also exaggerate our helpfulness, kindness, honesty, and other moral qualities. We may assume that we are "good people," and therefore don't work seriously and diligently to actually become good people. This is what will make the results of an achievement not in line with the expectations that come from this unrealistic optimism. In this study students have an attitude of optimism but tend to be unrealistic optimism, students tend to be optimistic but think they will not get failures or obstacles. many experience difficulties which result in their low mastery experience, this low mastery experience results in low self-efficacy, this is in line with research conducted by Saragih (2022) which says that mastery experience influences positive self-efficacy.

#### 4. CONCLUSION

There is an influence of social support on self-efficacy with a coefficient value of 1.277 and a significant value (Sig.) of 0.00 (smaller than 0.05) meaning that social support has a positive and significant effect on the self-efficacy variable (Y) at SMPIT Al- Fakhri. The results of the hypothesis test or t test show that the hypothesis for X1 (Workload) is accepted because the t count (45.031) > t table (1.652). The research results for the optimism variable (X2) obtained a

coefficient value of -0.732 with a significance value (Sig.) of 0.000 (smaller than 0.05), meaning that the optimism variable has a negative and significant effect on the self-efficacy variable (Y) at SMPIT Al- Fakhri. In the hypothesis test or t test the second variable has the result t count (35.451) > t table (1.652).

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