

Social Support as a Moderator of Self Efficacy and Learning Motivation Towards Students' Academic Hardiness

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Abstract

This research examined the factors that influence academic hardiness in tahfiz lessons. The author suspects that the factors contained in the social support variable are moderator variables for the variables self-efficacy, learning motivation, and gender which influence academic hardiness. This research uses a quantitative approach with multiple regression analysis. The sample consisted of 150 students in class 5 and class 6 of Islamic school X who were taken using a purposive sampling technique. In this research, the measuring tool used is the revised academic hardiness scale (RAHS) to measure the academic hardiness variable. Multi-Dimensional Scale of social support (Zimmet et al., 1988) to measure social support variables. The self-efficacy scale will be measured based on Bandura's theory to measure the dimensions of magnitude, generality, and strength. Learning motivation is measured using intrinsic and extrinsic aspects (Woolfolk, 1995). The research results show three significant regression coefficients: self-efficacy, intrinsic learning motivation, and gender. All three are influenced by social support, increasing students' academic hardiness. The author hopes that the implications of the results of this research can be reviewed and developed in further research. For example, adding other variables related to academic hardiness, such as parental and learning styles.

Keywords: academic hardiness, learning motivation, self-efficacy, social support

Abstrak

Penelitian ini mengkaji faktor-faktor yang mempengaruhi academic hardiness dalam pembelajaran tahfiz. Penulis menduga faktor-faktor yang terdapat pada variabel social support merupakan variabel moderator terhadap variabel self-efficacy, learning motivation, dan gender yang mempengaruhi ketahanan akademik. Penelitian ini menggunakan pendekatan kuantitatif dengan analisis regresi berganda. Sampelnya berjumlah 150 siswa kelas 5 dan kelas 6 Madrasah X yang diambil dengan menggunakan teknik purposive sampling. Dalam penelitian ini alat ukur yang digunakan adalah Revised Academic Hardiness Scale (RAHS) untuk mengukur variabel Academic Hardiness. Multi-Dimensional Scale of social support (Zimmet et al., 1988) untuk mengukur variabel social support. Skala efikasi diri akan diukur berdasarkan teori Bandura untuk mengukur dimensi magnitude, generality, and strength. Motivasi belajar diukur menggunakan aspek intrinsik dan ekstrinsik (Woolfolk, 1995). Hasil penelitian menunjukkan tiga koefisien regresi yang signifikan: efikasi diri, motivasi belajar intrinsik, dan gender. Ketiganya dipengaruhi oleh dukungan sosial sehingga meningkatkan daya tahan akademik siswa. Penulis berharap implikasi hasil penelitian ini dapat dikaji dan dikembangkan pada penelitian selanjutnya. Misalnya saja menambahkan variabel lain yang terkait dengan ketahanan akademik, seperti pola asuh orang tua dan gaya belajar.

Kata kunci: dukungan sosial, efikasi diri, ketahanan akademis, motivasi belajar

Introduction

Children's education is the biggest priority that most parents always prioritize to improve their children's qualities to become superior next generations (Triono et al., 2022). Currently, society is increasingly realizing how important it is to provide the best education to children from childhood. It is understood that the educational process has a big agenda in the process of changing children's self-quality. Education has several goals, from maturing students, transferring knowledge, attitudes, values, life skills, regeneration, and cultural transformation to preparing humans to live in this world well (Fauzi & Triono, 2021).

The first education that can be carried out for families or Muslim communities is to introduce their children to always interact with the Al-Qur'an. Because the Al-Qur'an is the holy book of Islam and the primary life guide for Muslims. Reading, studying, and teaching the Al-Qur'an is also a sunnah worship of high value. This is because the Al-Qur'an contains noble messages and advice for all humankind (Napitupulu, 2020). The Prophet Muhammad himself also gave a message in a famous hadith, namely, as narrated by Bukhari, that someone who studies and teaches the Koran is a person who has superiority over others (Kulzum, 2021). One of the forms of studying the Al-Qur'an is memorizing it, as a Muslim tradition that has existed since the past, the aim of which is to maintain the purity or authenticity of the Al-Qur'an (Anwar & Hafiyana, 2018). So, promoting memorization in every Islamic educational institution is something worth fighting for consistently.

Learning Tahfidzul Qur'an at school is considered by students to be a difficult lesson, causing many obstacles (Huda, 2010). This learning is considered difficult by most students due to several influencing factors. At least several factors can influence students to memorize the Al-Qur'an in the form of internal and external factors (Adiwijayanti et al., 2019). Internal factors include each student's health, different abilities, talents, interests, maturity, student motivation, fatigue (Satriyawan, 2019), inability to read and write the Qur'an, or not being fluent in reading. It can be challenging to memorize Al-Qur'an verses due to our lazy nature. (Zeussa, 2016). Meanwhile, external factors are school activities that are very busy with monotonous learning patterns and social support from families, which is relatively low (Ramadhan, 2012). Apart from the things already mentioned, other external factors that cause memorization learning to be complex are lack of motivation from the teacher, social interactions in the home environment with friends who do not memorize the Al-Qur'an which makes students lazy about memorizing, teaching staff factors and also school environmental factors (climate) that are less conducive (Huda, 2010).

Recently, parents have received various offers from various schools whose educational designs combine general education programs with Islamic programs. In the religious education pulpit magazine, the East Java Department of Religion (2010) stated that one form of this Islamic program is a program to memorize verses of the Koran in schools. This program aims to create individuals who are experts in scientific fields and mature in spiritual aspects. (Satriyawan, 2019).

The implementation of education in Indonesia has a variety of curricula used in various educational institutions. The government created the national curriculum and is still running like the 2013 curriculum until the external (international) curriculum has been adopted and implemented in schools (Hasanah, 2018). Therefore, the implementation of the curriculum in Indonesia is diverse. For example, in schools that apply the national curriculum combined with the international and local curricula, it comes from the school itself. So then Islamic schools emerged, which tried to combine the three, which at the level of implementation was very unique. The form is that there is learning following the national curriculum, plus Islamic learning such as tahfiz Al-Qur'an, which the school takes as its curricular program, and the school also takes learning from the international curriculum to be applied simultaneously within it. The international curriculum that is popularly used in Indonesia is the Cambridge International Examinations (CIE) curriculum. Cambridge International Examinations (CIE) is part of the Cambridge Assessment Group, an organization under the University of Cambridge (Nafisah, 2018).

These three curricula have their concepts. The national curriculum is adapted to achieve educational goals set at the national level. Therefore, it is general to be applied in educational institutions nationally. Then, the tahfiz curriculum tends towards memorizing the verses of the Al-Qur'an, which are presented to students. Therefore, the tahfidz curriculum has a very religious dimension, especially to impart the Al-Qur'an to the next generation. Meanwhile, the Cambridge curriculum emphasizes logical thinking rather than memorizing and calculating. This international curriculum helps students think critically and deepen their learning but makes it easy for them even if they use a foreign language (Fitria et al., 2021). This international curriculum, if implemented, is felt to be different from the national curriculum, which is considered too theoretical (Putra, 2022). Thus, implementing these three curricula in an institution will complement each other to accommodate aspects that are important for students' survival (Triono et al., 2022).

The demands of various curricula in this school can cause students to experience anxiety in various subjects, as they face specific learning objectives that must be achieved across all subjects. The implementation of various curricula in a school has an impact on the pressure felt by children. This causes students' stress levels to increase (Barseli & Ifdil, 2017). Student anxiety due to pressure and stress due to many demands shows that students lack the character or personality of hardiness.

The responses that occur when academic stress occurs to children are 1) responses to behavior such as withdrawing, sleeping too much or too little, eating too much or too little, and crying for no reason, 2) responses to body reactions such as sweaty hands, heart rate increased, dry mouth, feeling tired, headaches, prone to illness, nausea and stomach ache, difficulty concentrating 3) response to feelings such as anxiety, irritability, depression, and feeling afraid, afraid of failure (Wulansuci, 2021; Wulansuci & Kurniati, 2019). The enthusiasm that has developed in formal schools to open Al-Qur'an memorization learning programs has yet to achieve the target (Hidayah, 2016). One example is that students and students memorize verses of the Koran only as a formality, and the main target is to pass the exam. Students and students can only maintain their memorization of verses at the end of the study period and cannot fulfill expectations as the nation's next generation who are scientifically competent and spiritually mature. This is because the existence of Al-Quran tahfiz material is the same as the Indonesian language, mathematics, or other material. For parents, the position of tahfidz Al-Qur'an in schools is only an extracurricular activity and has nothing to do with state exams or final graduation (Kaltsum, 2010).

Hardiness is the nature of a person's resilience under pressure (Kamtsios & Karagiannopoulou, 2013). Individuals with hardy traits will view potentially stressful events as exciting and meaningful. Students with high hardiness levels have a series of attitudes that make them resistant to stress (Zhang, 2011). Sheard and Golby (2007) stated that the manifestation of hardiness, better known as the 3Cs (control, challenge, and commitment), can be extended to the academic environment.

Several factors influence the learning process from the students' side. Specifically in this discussion is academic hardiness, which is influenced by internal and external factors (Saputri, 2021). Internal factors relate to a person's way of viewing difficulties and interpreting life. This meaning makes difficulties and life challenging to develop one's qualities to be better, such as self-efficacy and learning motivation (Saputri, 2021). External factors can come from parents' parenting patterns, the environment in which they live, and the life experiences they have gone through. This research will focus on self-efficacy and learning motivation variables as internal factors and social support variables as external factors.

A person's self-efficacy will influence the skills needed to choose tasks at work. Strong self-efficacy is needed when someone is faced with complex tasks. People with high self-efficacy will choose challenging and important goals and have a strong commitment to their tasks. People with low self-efficacy are easily discouraged and disappointed by problems and obstacles (Shekarey et al., 2010). This is Kobasa's statement (in Maddux & Lewis, 1995) that when an individual gains control over his

situations and behavior, he can better overcome life's challenges, manage stress, build healthy relationships, and achieve personal well-being (Sufarita et al., 2019).

Another internal factor of academic hardiness is learning motivation. Hellriegel and Slocum stated (Hamzah, 2011) that many motivation theories are based on the needs principle. A need that causes someone to try to fulfill it. Motivation to learn is a person's drive to master skills and strategies to do a task (Pintrich & Schunk, 1996). Therefore, motivation plays an essential role in the process of change or transformation of one's knowledge. Motivation is included in a person's attitude, therefore, differences in academic hardiness between students are related to differences in students' attitudes towards learning motivation and achieving higher achievements (Dweck & Leggett, 1988). Thus, someone with high motivation will view academic challenges as an opportunity to develop (Cole et al., 2004).

Demographic factors can also influence academic hardiness in the form of gender. There are differences in toughness that occur in men and women (Mahmudah, 2009), the condition of the brains of women and men causes this. Women have a balance of right and left brains, making women prefer to learn in ways and styles related to communication, such as lecturing, speaking, and memorizing (Amin, 2018). Meanwhile, men have a more extensive right brain than their left brain, making it easier to learn things by prioritizing hands-on activities and minimal communication (Amin, 2018).

In this research, the author includes social support as an external factor and a moderator between the independent variable and academic hardiness. Social support is often considered a resource that can protect a person from the effects of stress (Cohen & Wills, 1985). There are several reasons that academic hardiness is positively related to social support. Research by Eschleman et al. (2010) reveals that resilience involves deep commitment and involvement in aspects of life such as family, friends, neighborhood, and other social activities.

Based on the description above, researchers used internal factors in the form of self-efficacy, learning motivation, and gender, as well as external factors in the form of social support, which act as moderator variables to see their effect on academic hardiness. The selection of internal and external factors is based on the assumption that internal and external factors influence academic hardiness. Therefore, the author must prove that internal and external factors are essential in generating academic hardiness. This research was conducted at a private madrasah ibtidaiyah, which uses the national, Cambridge, and Tahfiz curricula.

Methods

The research population was all grades 5 and 6 students at Islamic school X for the 2021/2022 academic year. The sampling technique used is nonprobability sampling, where not all population has the same chance of being selected as the sample. The technique used is purposive sampling, which has specific considerations. The samples in this research amounted to 150 samples from the total population members. Data was collected using a questionnaire that the researcher had entered into a Google form, which was then filled in by grade 5 and grade 6 students. The researcher asked for the class teacher's willingness to give the researcher time to join the teaching and learning activity session directly via Zoom meeting. The researcher did this to be able to provide direction to female students when filling out the questionnaire.

The author tested the academic hardiness variable, which consists of 14 items, to find out whether these items are unidimensional, meaning that each item truly only measures academic hardiness. After modification, a fit model was found with chi-square = 18.029, $df = 17$, $P\text{-value} = .39$, and $RMSEA = .02$. After obtaining a $P\text{-value} > .05$ and $RMSEA < .05$, it can be stated that the model is fit, meaning that all items only measure one factor, namely academic hardiness. Next, these items are seen to see whether they measure the factors they wish to measure significantly or not. If it is not significant, then the item needs to be dropped. The test is carried out by looking at the t-value for each factor loading coefficient. If the t-value is more than 1.96, then the item is significant.

The author tested the self-efficacy variable, consisting of 17 items, to determine whether the items are unidimensional, meaning that each item only measures self-efficacy. After modification, a fit model was found with chi-square = 55.671, $df = 41$, $P\text{-value} = .0629$, and $RMSEA = .049$. After obtaining a $P\text{-value} > .05$ and $RMSEA < .05$, it can be stated that the model is fit, meaning that all items only measure one factor, namely self-efficacy. Next, these items are seen to see whether they measure the factors they wish to measure significantly or not. If it is not significant, then the item needs to be dropped. The test is carried out by looking at the t-value for each factor loading coefficient. If the t-value is more than 1.96, then the item is significant.

The author tested the internal learning motivation variable, which consists of 6 items, to determine whether these items are unidimensional, meaning that each item only measures intrinsic learning motivation. After modification, a fit model was found with chi-square = 2.625, $df = 2$, $P\text{-value} = .2691$, $RMSEA = .046$. After obtaining a $P\text{-value} > .05$, it can be stated that the model is fit, meaning that all items only measure one factor, namely intrinsic learning motivation. Next, these items are seen to see whether they measure the factors they wish to measure significantly or not. If it is not significant, then the item needs to be dropped. The test is carried out by looking at the t-value for each factor loading coefficient. If the t-value is more than 1.96, then the item is significant.

The social support measuring tool used is the Multi-Dimensional Scale of Perceived Social Support, developed by (Zimmet et al., 1988). After modification, a fit model was found with chi-square = 6.259, $df = 5$, $P\text{-value} = .2818$, and $RMSEA = .042$. After obtaining the $P\text{-value} > .05$ and $RMSEA < .05$.

Results and Discussion

Result

In explaining the general description of the statistical description of the research variables, a score reference index is used, namely the mean, minimum value, maximum value and standard deviation of each research variable.

Table 1. Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Academic hardiness True Score	150	.00	71.33	49.0000	11.36423
Self efficacy True Score	150	.00	72.27	48.3333	12.87499
Learning motivation Internal True Score	150	12.93	66.65	50.0000	8.65214
Learning Motivasion External True Score	150	27.77	67.00	50.0000	7.98694
Family True Score	150	.00	64.44	49.3333	10.75440
Friend True Score	150	.00	65.48	49.6667	9.71013
Other True Score	150	.00	62.71	49.3333	10.95678
Valid N (listwise)	150				

The author conducted a multiple regression test for all IVs against DV. The things used as a reference for analysis are, first, the amount of R Square (R^2) to find out what percentage of academic hardiness is explained by self-efficacy, external learning motivation, internal motivation, and demographic variables.

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703 ^a	.494	.479	6.40674

Based on **Table 2.** it can be seen that the R Square gain is .494 or 49.4%. This means that the proportion of variance in academic hardiness explained by self-efficacy, extrinsic learning motivation, intrinsic motivation, and demographic variables is 49.4%, the rest is by other variables outside this research.

Table 3. Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
1	(Constant)	22.536	4.599		4.900	.000
	Significat Other True Score	.411	.072	.430	5.693	.000
	Sex	4.242	1.401	.229	3.028	.003
	SX_SO	.418	.162	1.328	2.587	.011

Based on the regression analysis between the independent and moderator variables on academic hardiness that has been carried out, the results show that each IV moderated by social support affects academic hardiness. The variables that have a significant influence are gender X significant other (teacher). Details of the regression coefficient for the variable gender X significant other (teacher) can be seen in **Table 3.**

After the variables are proven to have a significant influence, they are analyzed further using a monograph to see a picture of the interactions between the variables. The following is a description of the interaction between the gender variable and the support of significant others (teachers) on academic hardiness:

Based on the results of hypothesis testing, it can be concluded that the hypothesis, which states that there is an influence of self-efficacy, intrinsic learning motivation, and demographic variables on academic hardiness, which is moderated by teacher social support, is accepted. There are three significant regression coefficients, namely self-efficacy, intrinsic learning motivation, and gender.

The self-efficacy dimension has a significant effect on academic hardiness in a positive direction, meaning that the higher the self-efficacy value a student has, the higher the academic hardiness they have. This is following previous research, that people with high self-efficacy have more significant academic hardiness compared to those with low self-efficacy (Cassidy, 2015). Individuals with high self-efficacy also view complex tasks as challenges to be overcome rather than threats (Quimby & O'Brien, 2006; Schunk & Pajares, 2010).

Furthermore, the intrinsic learning motivation dimension of the learning motivation variable has a significant effect on academic hardiness in a positive direction, meaning that the higher the intrinsic learning motivation that students have, the higher the academic hardiness they have. Students who have inner motivation will feel they have better academic hopes, besides that, students also feel lucky and believe that they can overcome difficulties with their abilities (Cole et al., 2004).

In this study, it was also found that the relationship between the gender variable was moderated by teacher support for academic hardiness. This means that high teacher support causes the influence of gender on academic hardiness to be stronger and more significant. Vice versa, when teacher support decreases, the influence of gender on academic hardiness weakens. This finding is in line with research conducted by (Mahmudah, 2009), in his research, the results stated that the average personal toughness of women was higher than the personal toughness of men. This is because women generally have a deep awareness of their duties and responsibilities, making women more resilient in facing environmental obstacles and pressures.

Then, the teacher support dimension of social support has a significant positive effect on academic hardiness. The role of teachers in the education learning process and creating a positive learning environment can help students develop academic resilience (Kiswarday, 2011).

As for the extrinsic learning motivation dimension of the learning motivation variable in this research, it does not have a significant effect on academic hardiness. This is because, in academic hardiness, the most important factors are internal factors, namely, commitment, control, and challenge.

Discussion

The self-efficacy dimension has a significant effect on academic hardiness in a positive direction. This means that the higher the self-efficacy value a student has, the higher the academic hardiness they have. This is in line with previous research, individuals who have high self-efficacy will have significant academic hardiness compared to individuals with low self-efficacy (Cassidy, 2015). Individuals with high self-efficacy also view difficult tasks as challenges that must be conquered, rather than a threat (Quimby & O'Brien, 2006; Schunk & Pajares, 2010).

Furthermore, the intrinsic learning motivation dimension of the learning motivation variable has a significant effect on academic hardiness in a positive direction. This means that the higher the intrinsic learning motivation that students have, the higher their academic hardiness will be. Students who have inner motivation will feel they have better academic hopes, besides that students also feel lucky and believe that they can overcome difficulties with their abilities (Cole et al., 2004).

In this study, it was also found that there was an influence of the gender variable, which was moderated by teacher support, on academic hardiness. This means that high teacher support causes the influence of gender on academic hardiness to be stronger and more significant. Vice versa, when teacher support decreases, the influence of gender on academic hardiness weakens. Therefore, the teacher is a central figure in providing support that can motivate students, both male and female (Triono, 2020). The teachers who teach the Tahfiz subject in this research have shown very good support for students, which has a significant influence on students in the learning process.

Then in terms of gender, the existing research subjects show differences or are heterogeneous. This heterogeneity also makes a difference in the academic hardiness of each learner. In this research, it was found that female children tend to have higher academic hardiness compared to male children. This finding is in line with what has been researched by Mahmudah (2009), in his research stating that the average results of women's toughness are higher than men's toughness. The tendency of attitudes between each gender causes this. Generally, women have a deeper awareness of the duties and responsibilities assigned to them, thus making women more resilient in facing environmental obstacles and pressures.

Then the teacher support dimension of social support has a significant effect in a positive direction on academic hardiness. The role of teachers in the education, learning process and creating a positive learning environment can help students develop academic resilience (Kiswarday, 2011). The awareness of teachers realizes this to provide a learning process that does not merely teach subject matter, but also supports the mental formation or maturity of their students (Fauzi & Triono, 2021). This means that teacher support as a form of social support for students indicates that teachers at school should fulfill

students' needs starting from learning materials to matters related to psychological aspects that will make the learning process progress towards positive goals.

As it relates to the subject of this research, the dynamics of the relationship between teachers and their students who are starting to enter the year group/large elementary school class is becoming increasingly complex. Some students are consciously willing to tell their personal information to the teacher, but not to their parents. This is an aspect that needs to be understood as a form of positive interaction in schools that exists between teachers and students. Far from that, even teachers for some pre-teen children at school choose teachers as role models. This is related to children feeling comfortable when they are with the teacher compared to their parents. One factor is because children spend most of their time at school (Triono, 2020).

This was also found in research conducted by (Cheng et al., 2019), there is an influence on social, emotional and academic development that occurs when teachers have positive interactions with their students. Children with close relationships with teachers may also receive greater support from teachers, which contributes to their social and academic development (Hamre & Pianta, 2001). On this basis, children listen to what teachers say more than their parents.

As for the extrinsic learning motivation dimension of the learning motivation variable in this research, it does not have a significant effect on academic hardiness. This is because in academic hardiness, the most important thing is internal factors, namely, commitment, control and challenge. This means that factors from outside the student themselves are not permanent or give an insignificant impression when compared to factors from within themselves (Menhard et al., 2022)

Conclusion

The hypothesis, which states that there is an influence of self-efficacy, intrinsic learning motivation, and demographic variables on academic hardiness, which is moderated by social support, is accepted. This conclusion was obtained from the obtained R Square of .494 or 49.4%. This means that the proportion of variance in academic hardiness explained by self-efficacy, extrinsic learning motivation, intrinsic motivation, and demographic variables is 49.4%. This means that there is an influence of self-efficacy, intrinsic learning motivation, and demographic variables on academic hardiness, which is moderated by social support. Based on the results of hypothesis testing in this study, it was concluded that the academic hardiness of Islamic School X students can increase when their self-efficacy and intrinsic learning motivation are high. In addition, gender also influences academic hardiness if it is moderated by social support from teachers, meaning that social support from teachers is necessary to increase students' academic hardiness.

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