

Academic Self-Efficacy as a Predictor of College Student's Mental Health and Study Progress

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Abstract

Mental health issues influenced college student's inner aspects, either emotionally, cognitively, physically, socially, and also their academic achievement. The ideal study period for college students is four years, but in fact, not all college students fulfill it. Academic self-efficacy had an essential role in determining mental health and study progress. The objective of this study was to measure the influence of academic self-efficacy on mental health and study progress. Three questionnaires The Mental Health Continuum-Short Form Scale and Academic Self Efficacy Scale were responded by 500 college students of UIN Syarif Hidayatullah Jakarta. The collected data was analyzed using the Multivariate Regression Analysis technique. The result found that academic self-efficacy had a positive influence on mental health and study progress significantly. Multivariate regression analysis technique uses SPSS and MPlus, where the dependent variable is more than one, namely study progress, a categorical variable with two categories (1 appropriate and 0 late) and the mental health variable is a continuum variable. The study found a significant positive impact of academic self-efficacy to study progress and mental health of college students of UIN Syarif Hidayatullah Jakarta. Academic self-efficacy had a .137 significance parameter to study progress and a .520 significance parameter to mental health. This result indicated that the higher academic self-efficacy level of college students would impact to the highest of their mental health and better study progress.

Keywords: academic self-efficacy, mental health, study progress

Abstrak

Masalah kesehatan mental berpengaruh terhadap semua aspek yang ada pada diri mahasiswa, baik aspek emosional, kognitif, fisik, dan sosial termasuk juga akademik. Masa studi mahasiswa yang ideal adalah 4 tahun, namun kenyataannya tidak semua mahasiswa dapat memenuhinya. Efikasi diri akademik merupakan hal yang memiliki peran penting dalam menentukan kesehatan mental dan kelancaran studi. Penelitian ini bertujuan untuk melihat pengaruh efikasi diri akademik terhadap kesehatan mental dan kelancaran studi. Tiga kuesioner The Mental Health Continuum-Short Form Scale dan Academic Self Efficacy Scale direspon oleh 500 mahasiswa UIN Syarif Hidayatullah Jakarta. Data yang terkumpul dianalisis dengan menggunakan teknik Analisis Regresi Multivariat. Hasil penelitian menemukan bahwa efikasi diri akademik memiliki pengaruh positif terhadap kesehatan mental dan kemajuan studi secara signifikan. Teknik analisis regresi multivariat menggunakan SPSS dan MPlus, dimana variabel dependennya lebih dari satu, yaitu prestasi belajar, variabel kategorik dengan dua kategori (1 tepat dan 0 terlambat) dan variabel kesehatan mental merupakan variabel kontinum. Penelitian ini menemukan adanya pengaruh positif yang signifikan dari efikasi diri akademik terhadap prestasi belajar dan kesehatan mental mahasiswa UIN Syarif Hidayatullah Jakarta. Efikasi diri akademik memiliki parameter signifikansi .137 terhadap kemajuan studi dan parameter signifikansi .520 terhadap kesehatan mental. Hasil ini mengindikasikan bahwa semakin tinggi tingkat efikasi diri akademik mahasiswa akan berdampak pada semakin tingginya kesehatan mental dan kemajuan studi mereka.

Kata kunci: efikasi diri akademik, kesehatan mental, kelancaran studi

Introduction

Mental health is an essential thing for someone who needs to be noticed, as mental health impacts the function of all aspects of society's life. According to the World Health Organization (WHO), health relates to the state of physical, mental, and social well-being. From that definition, it can be concluded that mental well-being is one of the pillars of human health, and thus, mental health cannot be disregarded. In Indonesia, nowadays, the frequency of people with mental health issues is high, especially among college students. College students are individuals who are in a transitional phase between late adolescence and early adulthood, typically ranging from 18 to 25 years old (Santrock, 2003). As a transition phase, teenagers, including college students, are often considered as the most challenging period to pass. Adolescence is a time when individuals frequently experience stress, particularly in specific events throughout their lives. During this period, they may have unstable emotions and mental states, facing various conflicts, demands, mood swings, and lack of practical problem-solving skills.

People with this age can apply their knowledge to the act, optimize their thinking potency, control their emotions, respect others, find their existence, be responsible for themselves, and build relationships (Santrock, 2012). However, many college students need help to meet the requirements during the transition period. There are so many roles they have that are triggering their inner conflicts caused by the confusion in determining their priority, which impacts their mental health. Mental disorders can occur in college students because of the pressure to align their social life and academic duties (Govaerts & Grégoire, 2004).

The inability of college students to align their life can trigger mental disorders. The mental disorder will affect their whole life aspects that obstruct their academic achievement. Mental disorders impact college students' academic performance, obstruct their performance results, have less energy, lack of concentration, and demotivation, affect their college learning experiences, and their chance to be more academically successful (Salzer, 2012). In turn, depression and anxiety frequently affect memory and concentration, which make it harder for them to gain new knowledge and handle examination situation. It also strengthens the perception of hopelessness, helplessness, and incompetence and, in some cases, maintains anxiety and depression (Stallmann, 2008).

Mental disorders for college students will impact their academic life. Research conducted by Duncan et al. (2021), found a reduction in academic achievement in depressed college students. College students are prone to have mental disorders caused by many academic duties, such as many subject tasks, a formidable group assignment, an inappropriate learning environment, a lack of subject understanding, and the pressure of responsibility to complete all the subjects until they have graduated. All of that needs to be a burden on them and affect their mental health.

A survey conducted on college students of the Faculty of Psychology, UIN Syarif Hidayatullah Jakarta, from September 1, 2021, to September 23, 2021, with a total of 421 respondents found that at the moderate level, 288 college students (68.40%) experienced social dysfunction, lack of concentration, feeling uselessness in daily life, inability to make decisions, difficult to enjoy daily activities, and challenging to cope with the problems and difficult to feel happy at a moderate to high level. Furthermore, 267 students (63.40%) experienced moderate levels of anxiety and depression, feeling excessive anxiety, constantly feeling pressured, unable to cope with difficulties, and feeling unhappy. Additionally, 246 students (58.40%) feel a loss of self-confidence and worthlessness at the moderate level. The survey showed that college students of the Faculty of Psychology, UIN Syarif Hidayatullah, are experiencing moderate levels of distress. This research indicated the importance of further study on mental health among college students. According to Goff (2011), moderate to high-stress levels can affect the learning process. The enhancement of academic stress will decrease academic abilities, which will affect the student's academic achievement index. Even a higher stress level can trigger insufficient concentration, reducing the ability to solve problems and academic performance.

Mental health issues impact college students' inner aspects, either emotionally, cognitively, physically, and socially, and they appear as depression symptoms, such as mood swings, stress (Blanco et al., 2008), fatigue, disruptive dietary and sleeping habits, lack of concentration, poor motivation and self-esteem, decreasing the abilities to memorize and decision making, lost of interest to do everyday activities and social isolation, and in extremely, run away from home and even suicide (Alzaeem et al., 2010), the high level of psychological distress in college student was significantly related to their academic performance.

Ideally, college students can finish all duties until the final examination with maximum effort, finish all the credits as required, and on time graduated. Research conducted by Grotan et al. (2019) found that a college student with a severe mental disorder was twice as likely to have delayed study progress compared with those who had mild and moderate mental health problems. Bachelor students ideally need 4 years to finish their 8 semesters, but in fact, so many of them have lateness in their study period. Based on data from Major of the Faculty of Psychology, the average study period of the last 3 years of college students (2019-2021) was 5,01 years. This means that college students could not graduate on time, there were so many of them needed 5 years.

Self-efficacy is one of the most relevant predictors of motivation regarding how well individuals will perform in almost any activity. This means that self-efficacy is a strong determinant of individuals' effort, persistence, strategies, training, and performance (Heslin et al., 2017). Self-efficacy is a necessary construct that helps explain student learning and performance related to their achievement (Schunk, 1989). In the academic context, self-efficacy is defined as an individual's belief that they can perform well in academic tasks at a certain level. Several studies have found that academic self-efficacy is directly related to perceived academic performance, stress, general satisfaction, school attendance, school adjustment, and problem-solving behavior (Karakose et al., 2023). Academic self-efficacy had an essential role in forming college student's mental health and study progress. Self-efficacy is a college student's perceived ability to manage their learning behavior, master the subjects, and meet academic expectations (Bandura in Ahmadi, 2020). If college students had good self-efficacy, they would be convinced of their abilities to complete academic duties, do the tasks, and prepare themselves for exams (Zajacova et al., 2005). College students with higher academic self-efficacy would respond adequately when they got failure, they would try to increase their abilities to face difficulties. With their flexibility to adapt to their situation and internal motivation to study well, they would have less stress and get mentally healthier.

According to Zajacova et al. (2005), academic self-efficacy has four domains or aspects: University Interactions is the belief that students can interact with relevant individuals in the university, such as speaking with professors/lecturers and campus staff, seeking information on campus, participating in class discussions, and understanding campus regulations; Out-class Academic achievement, is the belief that students demonstrate their abilities outside formal lectures, such as staying focused on readings, writing papers, completing assignments on time, preparing for exams, improving reading and writing skills, and understanding subjects Materials. In-class Academic achievement is the belief that college students show their abilities during the lectures, such as performing well in exams, attending multiple exams in the same week, achieving desired grades, and effectively handling challenging classes. Managing activities, family, and lectures are the belief that college students can effectively manage their time between activities, family responsibilities, and academic activities.

Bandura (1997) argues that individuals with high self-efficacy will strive harder to achieve success, exhibit high flexibility in problem-solving strategies, and provide more accurate evaluations of their performance quality. Furthermore, Bandura explained that self-efficacy has a positive impact on the amount of pressure and difficulties experienced by students in attaining academic achievements. Therefore, individuals with high self-efficacy will affect their belief in their ability to generate motivation, cognitive abilities, and behaviors that meet situational demands (Wood & Bandura, 1989). Self-efficacy influences an individual's decision about behavior they need to show to achieve their goals, including considering various events they will face (Rustam & Sri Wahyuni, 2020). If someone has

increased their self-efficacy level, their motivation to achieve a particular accomplishment also increases. Similarly, self-regulation allows students to organize, design, and focus on achieving their learning achievements. Thus, effective self-regulation helps them to balance academic stress and other activities, and their confidence in their ability to complete all tasks without being burdened is crucial to cope with academic stressors during online learning.

Self-efficacy strongly correlates with mental health, as evidenced by various research findings (Grotan et al., 2019; García-Álvarez et al., 2021). Tak et al. (2017) found a negative correlation between academic self-efficacy and depressive symptoms in early to mid-adolescents. This finding is aligned with the research conducted by (Sabouripour et al., 2021), which found that self-efficacy is a crucial thing for stress management as it influences the evaluation of stressors and enables people to adjust their appropriate coping methods. This means effective coping strategies were related to higher student self-efficacy (Freire et al., 2020).

Furthermore, college student's ability to manage the tasks and their confidence to master the subjects would make them succeed in finishing their studies on time. Some international researchers found a strong correlation between self-efficacy and academic performance (Robbins et al., 2004; Fenollar et al., 2007; Richardson et al., 2012). Research conducted by Vaez and Laflamme (2008) found that people with lower academic self-efficacy correlated with lower credit completion. Study progress refers to aligning the number of subjects chosen with the number of subjects in an academic level or semester, thereby preventing delays in graduation or dropouts (Grotan et al., 2019). According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 Regarding the National Standards for Higher Education, Article (17), paragraph (1), the duration and study load of educational programs should not exceed 7 (seven) academic years for bachelor programs, with the study load exceed 144 (one hundred and forty-four) credits.

Self-efficacy in the academic term is always related to college student's academic achievements. This is because college students with high levels of self-efficacy will have a stronger interest in completing their academic tasks with clear goals and striving to achieve them to create a great work system accompanied by persistence (Basith et al., 2020). Thus, academic self-efficacy will have a significant correlation with high academic achievement. Various studies found this correlation positive and significant (Byrne et al., 2014; Chairiyati, 2013). Aliami et al. (2017) conducted a study on 214 college students and found that academic self-efficacy has a positive and significant impact on their academic achievement. Other studies found that academic self-efficacy had a significant considerable influence on students' learning process, motivation, and academic achievements (Hayat et al., 2020).

In the context of the increasing prevalence of mental health issues, this research is necessary to identify potential protective factors against these problems among college students. This study aims to assess academic self-efficacy as a potential protective factor. Considering the importance of academic self-efficacy influencing the mental health and study progress of college students, it is necessary to find how college students' mental health anticipates a harmful impact on them or the institution. This study focuses on academic self-efficacy and its impact on mental health and the study progress of college students of UIN Syarif Hidayatullah Jakarta. This study aims to describe good mental health to optimize the college program at UIN Syarif Hidayatullah Jakarta. Furthermore, The Majors are responsible for serving and helping the institution to identify and avoid mental disorders of college students so that all of the college programs held are optimal and provide support to help college students graduate on time. Mental health must be noticed and managed so that college students have a clear description and explanation about positive mental health that will impact their ability to cope with the challenges they deal with properly.

This study was designed to measure the impact of academic self-efficacy on mental health and study progress of college students of UIN Syarif Hidayatullah Jakarta and measure the significant correlation between mental health and study progress.

Methods

Respondents of this research are college students in the Bachelor's degree program at UIN Syarif Hidayatullah Jakarta. This study targeted to survey 500 college students as the sample. This research collected online and offline questionnaire responses from eligible respondents. The researchers of this study use the probability sampling method. According to Sugiyono (2017), probability sampling is a sampling technique that provides an equal probability or opportunity for every element or member of the population to be selected as a sample. Probability sampling consists of simple random sampling, stratified random sampling, and cluster sampling. This research used cluster sampling to determine the respondents due to the broad population size. The sample is taken from each of the 12 faculties of UIN Syarif Hidayatullah Jakarta. The online questionnaire was distributed using Google Forms given to selected respondents according to cluster (faculty), with the criteria of respondents being active college students in the second semester or above. From the total sample size, 149 (29.8%) are female, and the remaining 351 college students (70.2%) are male.

The Mental Health Continuum-Short Form (MHC-SF) scale, developed by Keyes in 2002, was used to measure mental health. The objective of using this instrument was to define the level of individuals flourishing, moderately mentally healthy, and languishing. The MHC-SF was developed from the old MHC-LF Long Form, which consisted of 40 items. The selected items or indicators were chosen based on their prototypical, which is most representative of each dimension, resulting in a shortened version with 14 items, known as the MHC-Short Form. The MHC-SF consists of 14 items (3 Emotional Well-Being, 6 Psychological Well-Being, and 5 Subjective Well-Being) (Keyes et al., 2014). The reliability and validity of the MHC-SF measurement tool have been proven to be used in Indonesia. The internal consistency of the MHC-SF is excellent, and it demonstrates good discriminant validity for individuals aged 18 years and above. According to research by Fariza et al. (2021), the use of MHC-SF in Indonesia had a reliability coefficient of Cronbach = .95. In this study, the MHC-SF showed an excellent internal consistency for total scores and its three sub-scales, with Cronbach > .80. Each dimension, including emotional well-being, social well-being, and psychological well-being, also showed Cronbach > .80, with values of Cronbach was .86, .81, and .87, respectively. Overall, the MHC-SF demonstrated a Cronbach of .92, indicating good reliability of the measurement tool.

The Subjective Well-Being Scale and dimensions measured in the MHC-SF are mental health symptoms (Keyes et al., 2014). The reliability and validity of the MHC-SF measurement tool have been proven for use in Indonesia, supported by various journal sources. The internal consistency of the MHC-SF is excellent, and it demonstrates good discriminant validity for individuals aged 18 years and above. According to the research by Fariza et al. (2021), the use of MHC-SF in Indonesia showed a reliability coefficient of Cronbach = .95. The MHC-SF in this study showed good internal consistency for the total scale and its three dimensions (Cronbach > .80). Each dimension, including Emotional Well-being, Social Well-being, and Psychological Well-being, also showed Cronbach > .80, with values of .86, .81, and .87, respectively. Overall, the MHC-SF had a Cronbach of .92, indicating that the measurement tool is reliable. Academic self-efficacy is measured using The Academic Self-Efficacy Scale developed by (Zajacova et al., 2005). This instrument contains 27 items that measure four aspects of academic self-efficacy, such as interaction in university, outclass academic achievement, in-class academic achievement, and management of activity, family, and lectures. This instrument consisted of favorable items with eleven rating scales starting from 0 (not at all certain) to 10 (entirely sure) with a reliability level of Cronbach alpha .94 (Arlinkasari & Akmal, 2017).

The obtained results were statistically analyzed using computer software called SPSS. Parameter values that can be measured are presented in the form of mean, average, median, and standard deviation, while non-measurable parameters are represented using numbers and percentages. The chi-square test was used to determine the influence between variables. The researcher employed multivariate regression analysis to test the null hypothesis of this study. Regular regression analysis

could not be conducted in this study due to using two dependent variables. The variables in this study were statistically analyzed using the SPSS 26.0 and MPlus 8 computer programs.

Results and Discussion

Result

After all the validated instrument's development, the next step was to examine the construct validity of the instruments by testing the correlation between measurement indicators and variable factors. The construct validity was tested using CFA (confirmatory factor analysis), which was a part of SEM (Structural Equation Modelling) that aims to examine the theoretical model or measurement construct of a specific scale or instrument. CFA testing was based on hypotheses, where the study theory was tested with the research data collection (Brown, 2015). The correlation between the indicators and the factor of variables of the study was analyzed to assess the alignment between the items with the theory that was being measured. Therefore, CFA was used to ensure that the instrument used truly measures the intended constructs. The CFA analysis was performed using the MPlus 8 software program.

The results of the construct validity testing of the mental health scale using the MPlus program indicated that all items had a positive factor loading greater than 1.96, indicating that all items in the mental health scale construct are valid. The construct validity of the academic self-efficacy scale was tested, and found a Chi-Square value of 3031.09, $df = .324$, $p\text{-value} = .000$, and $RMSEA = .129$, indicating that the model did not fit the data. To improve the model fit, modifications were made by freeing the correlations among the items. The construct was modified 100 times, and the final results showed a Chi-Square value of 232.84, $df = .201$, $p\text{-value} = .06127$, and $RMSEA = .018$, indicating that the model fits the data. The results indicated that all items had a positive factor loading greater than 1.96, suggesting that all items in the academic self-efficacy construct are considered valid.

The information obtained from the questionnaire includes the respondents' gender and faculty. The characteristics of the respondents can also be taken into account in the research to examine the impact or influence of the research variables on gender, age categories, and types of education pursued.

Table 1. The Characteristics of The Research Sample

No	Explanation	N	Percentage
1	Gender		
	Female	351	70.2
	Male	149	29.8
2	Faculty		
	Faculty of Psychology	147	29.4
	Faculty of Usul al-Din	29	5.8
	Faculty of Islamic Dirasah	11	2.2
	Faculty of Health Science	36	7.2
	Faculty of Medicine	32	6.4
	Faculty of Science and Technology	24	4.8
	Faculty of Education and Teacher Training	42	8.4
	Faculty of Social and Political Science	11	2.2
	Faculty of Da'wa and Communication	49	9.8
	Faculty of Sharia dan Law	37	7.4
	Faculty of Economics dan Business	55	11.0
	Faculty of Adab dan Humanity	27	5.4

Table 1. displays that the majority of the collected samples are females, with a total of 351 respondents (70.2%), while a total of 149 respondents are males (29.8%). The collected data for each variable researched will be processed as standardized scores to determine regression values or the influence of contributing factors (t-score). The t-score testing will be conducted using the SPSS program, utilizing factor scores for each variable. The known t-scores will then be analyzed

descriptively, including determining the minimum and maximum values, as well as the mean and standard deviation of the data.

The data in **Table 2.** the obtained data description will be used to determine the categorization norms for variable scores by considering the mean and standard deviation of each variable's t-scores. From the data collected, the minimum value for emotional well-being is 23.33, and the maximum value is 70.98. As for social well-being, it has a minimum value of 21.64 and a maximum value of 74.75. The psychological well-being variable has a minimum value of 16.60 and a maximum value of 70.09. Lastly, the academic self-efficacy variable has a minimum value of 13.42 and a maximum value of 71.73.

The data in **Table 3.** shows that respondents had more high scores for mental health than the low score. The number of respondents who had the high score for mental health is 152 respondents (67.9%), and 72 respondents (32.1%) had a low score. Respondents had less high scores for emotional well-being than the low score. The number of respondents who had a high score for emotional well-being is 296 (59.2%), and 204 respondents (59.2%) had a low score. Respondents had less high scores for social well-being than the low score. The number of respondents who had a high score for social well-being is 244 (48.8%), and 256 respondents (51.2%) had a low score. The number of respondents who had a high score for psychological well-being was more than the low score. The number of respondents who had a high score for psychological well-being is 255 (51%), and 245 respondents (49%) had a low score. The number of respondents who had a high score for academic self-efficacy was less than the low score. The number of respondents who had a high score for academic self-efficacy is 230 (46%), and 268 respondents (53.6%) had a low score.

Table 2. Descriptive Analysis

Variables	N	Min	Max	Mean	Standard Deviation
Mental Health	500	18.69	76.00	50.00	10.00
Emotional Well-being	500	23.33	70.98	50.00	10.00
Social Well-being	500	21.64	74.75	50.00	10.00
Psychological Well-being	500	16.60	70.09	50.00	10.00
Academic Self-efficacy	500	13.42	71.73	50.00	10.00

Source: The original data analysis result (2022).

After knowing the data t-score and the categorization of variables and its interpretation guidelines, here is **Table 3.** presents the categorization of variable scores:

Table 3. Variables Score Categorization

Variables	Low	%	High	%
Mental Health	72	32.1	152	67.9
Emotional Well-Being	296	59.2	204	40.8
Social Well-Being	256	51.2	244	48.8
Psychological Well-Being	245	49.0	255	51.0
Efikasi Diri Akademik	268	53.6	230	46.0

Source: The original data analysis result (2022).

Multivariate regression analysis technique uses SPSS and MPlus, where the dependent variable is more than one, namely study progress, a categorical variable with two categories (1 appropriate and 0 late) and the mental health variable is a continuum variable. The result found that the study model had the 3 degrees of freedom (df) and the Chi-Square value was 210.283. This result indicated that the model was fit, as seen from the suitability of the df with the model and Chi-Square value.



Source: Personal Data (2022).

Figure 1. Figural Specification of The Fit Model of Multivariate Regression Analysis

Through multivariate regression analysis technique , the study found a significant positive impact of academic self-efficacy to study progress and mental health of college students of UIN Syarif Hidayatullah Jakarta. Academic self-efficacy had a .137 significance parameter to study progress and a .520 significance parameter to mental health. This result indicated that the higher academic self-efficacy level of college students would impact to the highest of their mental health and better study progress. Academic Self Efficacy has a greater influence on mental health than on study progress. Due to Academic Self Efficacy (which is self-confidence in facing various challenges), individuals who believe they are able to face various kinds of study obstacles and obstacles make the individual more meaningful and happy in life (the quality of their functioning). Meanwhile, regarding progress studies, there are other factors outside of oneself that can influence progress studies, for example campus regulations, campus policies and regulations. This study also found that there was a correlation but not significance between study progress and mental health so the two variables didn't relate to each other. The correlation parameter of these two variables was -.080, this value showed the unrelated variables.

The result of this study was enriched by hypothesis testing that was used to measure the influence of academic self-efficacy on the 3 dimensions of mental health, i.e., Emotional Well-Being (EWB), Psychological Well-Being (PWB), and Social Well-Being (SWB). Based on **Tabel 4.** the analysis found that there is a strong correlation between academic self-efficacy (ASE) to each dimension of mental health, with the coefficient of correlation between ASE and EWB being .329, ASE and PWB being .554, and ASE and SWB being .397.

Table 4. Correlation

	Mental Health		
	Psychological Well-Being	Emotional Well-Being	Social Well-Being
Academic Self Efficacy	.554	.329	.397

Source: The original data analysis result (2022).

Most college students face various challenges in the transition phase to access higher education, such as the need to adapt to academic demands in a highly competitive environment while still making independent decisions about their lives and careers (Hernández-Torrano et al., 2020). These challenges impose psychological pressures to such an extent that cause them to experience mental health problems such as anxiety and depression, which can be six times higher for postgraduate students rather than the general population (Evans et al., 2018). There is a greater need to strengthen the policies to cope with mental health issues among college students and to enhance studies for a better understanding of the

burden of mental health problems and potential coping management mechanisms (Gaiotto et al., 2021; Nair & Otaki, 2021).

The study result showed that academic self-efficacy had an impact on mental health and study progress significantly. Students who are confident that they can cope with their academic problems are able to manage their learning time and learn things that allow them to have good mental health, because despite anxiety, worry and stress. This study found that self-efficacy is a predictor and highly important for learning and performance. Self-efficacy had a significant role for people to face new and potentially challenging situations, such as long-distance learning phases (Staller et al., 2021). Self-efficacy influences college students' academic stress, and the self-efficacy of students in administrative office education had an important role in managing perceptions when facing obstacles during online classes. College students with high self-efficacy are capable to master the situation and achieving positive outcomes. This result was in line with the result of the study conducted by (Rahmati, 2015) that found college students with a high level of self-efficacy showed more effectiveness to achieve their goals and to cope their failure. College students who were convinced that they were able to master the subjects and academic duties could finish the course in time because they could face their problems properly. (Arlinkasari & Akmal, 2017) had similarly found that college student with higher self-efficacy could increase their abilities to master the subjects that getting harder and more complicated. High self-efficacy increased students' motivation to master the subject's material. As a result, they are not only capable to complete academic tasks during lectures but also able to improve their ability to understand the subjects which are getting harder and more complicated (Arlinkasari & Akmal, 2017).

Academic self-efficacy refers to an individual's belief in their ability to succeed in academic tasks or achieve specific academic goals (Basith et al., 2020). Self-efficacy raises the differences in each individual's personality, including differences in perception, thinking, and actions (Bandura, 1995). Academic self-efficacy also impacts cognitive processes and actions through self-regulation, thereby potentially modifying the environment (Bandura, 2001). In line with Bandura, Pajares (2002) explained that self-efficacy is a key factor that contributes to student success, as it influences students' choices and behaviors. Research has shown that academic self-efficacy is a positive psychological variable in preventing student academic fatigue and withdrawal from their studies. By increasing academic engagement and enhancing academic performance, academic self-efficacy can reduce dropout rates (Meng & Zhang, 2023).

However, from the analysis, there was correlation but not significance between mental health and study progress, this result meant that the mental health condition of college students didn't relate to their study progress. It meant that even the college student had lower mental health, they would be able to have graduated on time. Study progress was more influenced by the self-efficacy of college students. Nevertheless, college student with lower mental health needs treatment to optimize their life and prevent the worse impact that could happen, or in extremely lead to depression and suicide.

From 500 respondents of this study, the result found that 67,9% of college students of UIN Syarif Hidayatullah Jakarta had high mental health, which meant that they were healthy emotionally, socially, and psychologically. However, the study found 32,1% of college students had low mental health. This finding led to the necessity to treat college students who had low mental health to prevent them from having the worst impact on their academic continuity. They could lack concentration and be less motivated which would impact their study progress, and even lead to worse psychological conditions. The university and each faculty must do some interventions to help college students who had low mental health.

The researchers realized there are some limitations of this study. The sampling distribution of this study was uneven across faculties, so it is recommended for future research to ensure a more even sampling distribution. The item to measure study progress in this study may lead to diverse perceptions among readers. Therefore, it is suggested that future research provides more specific questions or items that do not result in multiple interpretations. Furthermore, it is recommended for each faculty to use

Bibliotherapeutic techniques in group that can improve academic self-efficacy. Using of bibliotherapy techniques can increase students' belief in their abilities and develop effective learning strategies. Faculty also can conduct the learning process with the implementation of the model of discovery learning can improve academic self-efficacy and learning outcomes of students. The application of the discovery learning model can make it easier for students to understand the material so that the learning outcomes obtained are better. For mental health, Faculty can conduct mental health screenings for every college student to assess their condition and provide immediate treatment to improve their mental health according to their needs. This study found that the lowest level of mental health conditions among UIN college students is in the Faculty of Economics and Business, so further intervention needs to be encouraged. We suggest that future studies should assess student mental health before the study and follow up with repeated measurements and interviews. This method can provide valuable insights into mental health issues and how they appear and affect academic self-efficacy and study progress. Additionally, counseling and health services are needed to facilitate and enhance mental health literacy and help college students who need for help in the university environment.

Conclusion

After a comprehensive analysis, this study found that academic self-efficacy had a positive impact significantly on the mental health and study progress of college students of UIN Syarif Hidayatullah Jakarta. Academic self-efficacy had a .137 significance level to study progress and had a .520 significance level for mental health. This result showed that a higher level of academic self-efficacy would impact the higher level of their mental health and better study progress. This study also found the influence of academic self-efficacy on the 3 dimensions of mental health, that is emotional well-being, psychological well-being, and social well-being.

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