



Self Efficacy: Form of Self-Confidence of Madrasah Aliyah Students in Dealing Anxiety in Memorizing Surah Al-Qur'an

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Keywords

memorization practice,
memorization anxiety,
self efficacy

Abstract

Anxiety of memorizing the Surah of Qur'an is response of the body such as feelings of pressure, fear, stress due to activity in memorizing the Surah of Qur'an which is characterized by certain feelings and symptoms that arise. As a result, students have difficulty in memorizing practices, resulting in suboptimal memorization. One solution to overcome this problem is have confidence in yourself be able organize and carry out all actions in order to achieve certain academic goals or called self-efficacy. This study aims determine the relationship between self efficacy and anxiety of memorizing the Surah of Qur'an. This study is a correlational quantitative study with the student population of State Madrasah Aliyah X amounting 940 students. Sampling using simple random sampling techniques was obtained by 269 students. The data collection method uses self-efficacy scale made by researchers and academic anxiety scale of memorizing the results of adaptation (Lailatul Fiqriyah, 2020). Data analysis uses correlational person product moment correlation techniques to test the relationship between two variables. The results showed value (r) of -0.706 with $p = 0.000 < 0.05$, meaning that there was a significant negative relationship between self efficacy and anxiety of practice of memorizing the Qur'an surah in MAN students in qur'an and hadith lessons. The level anxiety of practice of memorization and self efficacy is in the moderate category. It is recommended for MAN students, one solution to be able reduce anxiety in practice of memorizing the Surah of Qur'an is to increase self-efficacy possessed.

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INTRODUCTION

Al Qur'an is the word of Allah SWT which was revealed to the Prophet Muhammad SAW through the intermediary of the angel Gabriel, as a miracle which is narrated in mutawatir, written in the mushaf and reading it is a form of ibadat (bin Ismail & Imam, 1993) in Fahmi et al. (2019). There are many activities one can do to be able to learn the Qur'an and practice it, one of which is by memorizing it. Memorizing surahs in the Qur'an and Hadith is done because it has many main benefits both in this world and the hereafter. With the various benefits obtained from both the religious side, peace of life and emotional stability, it is to be expected the activities of memorizing the Al-Qur'an have been intensified in the Muslim household, the Islamic boarding schools, or in education.

In the educational environment, many educational institutions with Islamic characteristics implement the activities of memorizing surahs of the Qur'an and Hadith in the applied curriculum, for example in State Madrasah Aliyah which is manifested in the subject of Al-Qur'an and Hadith. In the practice of memorizing the Surahs which is carried out in front of the class, it is not a rare occurrence for students to feel insecure because they have to deposit their memorization in front of many people. This condition often makes students feel afraid of being wrong, such as if there were wrong words or mispronounced words in their memorization. This statement is in line with the research by Fitriyanti & Wilani (2019) in Noor et al. (2020) which explains that students are afraid of being wrong when communicating with others, afraid of having wrong opinions in groups, are passive in class and students committees, have fear of being laughed at, and fear of rejection that might be experienced if they had some errors while communicating.

This fear sometimes turns into a stressor for them which results in anxiety when the students cite surahs. According to Davidoff (1991) in Maisaroh & Falah (1970), students who are full of anxiety often express that they feel as if they cannot remember any lesson they previously studied when they are carrying out exams. During the practice of memorizing surahs of the Qur'an, individuals feel anxiety and nervousness when they are in front of the class because their classmates are watching them. Even though in practice assignments there was notification about a week before the practice was carried out. This notification should be able to minimize anxiety because the teacher gives time for students to do material and mental preparation exercises in the practice of memorizing surahs.

Based on a preliminary study conducted on fifty-five students of MAN Purworejo consisting X-XII grades on January 21, 2022, it was explained that when students were about to cite Surah, as many as 23 students (41.8%) feel normal. However, these students showed symptoms of anxiety in both the psychological, motor and somatic components. In the psychological component, 12 students (21.8%) felt restless, in the motor component, 10 students (18.2%) were shaking hands and 1 student (1.8%) was short of breath, and somatic components in the form of shortness of breath by 1 student (1.8%), excessive sweating 2 students (3.6%), sweaty palms 22 students (40%), mouth felt dry as many as 2 students (3.6%) and heart palpitations as many as 22 students (40%).

From the statement above, it can be interpreted that anxiety can occur in students of MAN in the practice of memorizing surahs of the Qur'an seen from the signs of symptoms of anxiety that appear. Anxiety itself according to Chaplin (2008) in Kasih & Sudarji (2012) is a mixed feeling that contains a person's fear and concern about the future without any special reason and is individual. Meanwhile, Academic anxiety according to O'Connor (2008) in Variansyah & Listiara (2017) is a fear, or stress that arises because of demands that must be carried out at school. One of the individual factors of experiencing anxiety is having an irrational thought about the practice of reciting memorization of surahs, one way to deal with this is to increase students' confidence in their abilities.

A person's belief in being able to overcome certain situations and provide positive results is called self-efficacy (Bandura. in Santrock 2009). Research according to Utomo (2012) explains that there are several factors that influence public speaking anxiety, including emotional maturity and self-

efficacy factors. Research, according to Deviyanthi & Widiyasavitri (2016), explains that there is a significant relationship in a negative direction between self-efficacy variables and communication anxiety variables in presenting assignments in front of the class. It is in line with research according to Rahayu (2019) which explains that high self-efficacy makes anxiety levels low, meaning that learners who have high self-efficacy tend to have positive learning experiences. Conversely, if self-efficacy is low it results in a high level of anxiety and it is the result of a negative learning experience.

The research and literature study above has explained the correlation between academic anxiety and self-efficacy. However, there is no specific explanation between self-efficacy and academic anxiety in reciting memorization of Al-Qur'an surahs in Al-Qur'an and Hadith subjects. Therefore, this study aims to determine the relationship between self-efficacy and anxiety in the practice of reciting surah's memorization in State Madrasah Aliyah xx's students in Al-Qur'an and Hadith lessons and to find out the level of anxiety in memorizing and self-efficacy of students. The benefits to be achieved are theoretical benefits (as one of the reading references to add to literature) and practical benefits in the form of a basis for making interventions primarily for Madrasah Heads and Madrasah Teachers (related institutions) to be able to overcome or reduce academic anxiety (anxiety of memorizing students) so that they are self-sufficient. student efficacy can increase.

METHODS

Conceptually, anxiety from the practice of reciting memorization of Al-Qur'an surahs is a response of the body such as fear and stress due to disturbances in thinking, physiological and behavioral patterns due to the activity of entering, storing and recalling Al-Quran surahs that have been previously memorized and the anxiety is shown by certain feelings and symptoms. In this study we are using the adaptation of anxiety scale of memorizing practice from Lailatul Fiqriyah (2020) with statement items based on the Holmes's academic anxiety component which consists of psychological components, cognitive components, motor components, and somatic components. The adapted anxiety scale consists of 30 item statements that have passed the different item discrimination test stage so that it reflects the anxiety component in each item statement and has a high level of reliability, namely 0.983 (the level of reliability is better the closer to 1.00).

Conceptually, self-efficacy can be interpreted as a concept of self-esteem in the form of an assessment of one's ability to perform a task in order to achieve certain goals. Self-efficacy measuring in this study uses a self-efficacy scale compiled by the author based on aspects according to Purwanto (2020), which consist of aspects of academic self-efficacy and self-efficacy for self-regulation. The item on the self-efficacy scale compiled by the researcher has gone through several stages of testing, starting from the item different discrimination test to see items that reflect aspects (must have a value of more than r table, namely 0.254), reliability test (the better, closer to 1.00), and CFA testing.

In the self-efficacy scale trial after analysis using SPSS version 22, the result was 0.886 which is included in the high level of reliability category. At first the researcher compiled 40 items and after going through the different item discrimination test stages from 40 statement items, 36 items reflect aspects of efficacy (the four statement items that were dropped were item numbers 6, 10, 38 and 40). In the CFA test, the theoretical data model test does not match the empirical data (the model does not fit). Indicated by criteria that do not meet the requirements, such as $RMSEA = 0.148 > 0.08$, $CFI = 0.304 < 0.90$, $NFI = 0.216 < 0.90$, $IFI = 0.326 < 0.90$, and others which state that the model does not fit (Furr, 2014). Sugiyono (2015) states that an instrument that has a positive factor value and a magnitude of 0.3 and above after conducting factor analysis by correlating the number of factor scores with the total score it can be concluded that the construct has good construction validity. Based on the results of the CFA by looking at the loading factor, the statement instrument items that have a positive value and above 0.4 are 22 of the 36 statement item items.

The population in this study were 940 students at State Madrasah Aliyah X with the criteria of being active students for the 2021/2022 school year and having practiced reciting surah memorization in Al-Qur'an and Hadith Subjects. The research sample was taken using a simple random sampling technique with a lottery technique, then 269 respondents were obtained. This study was included in a quantitative study with a correlational research design, using data analysis assisted by the Pearson product moment correlation statistical software program and descriptive analysis to describe the level of anxiety in the practice of memorizing Al-Qur'an surahs and the level of self-efficacy in students of State Madrasah Aliyah X in Eyes Al-Qur'an and Hadith lessons.

RESULT AND DISCUSSION

This research is presented with research results in the form of inferential analysis of hypothesis testing. Hypothesis testing uses the person product moment correlation analysis method, which can be seen in the following table;

Table 1. Hypothesis test results

		Adversity Quotient	ManagerialSkill
Variabel			
Reciting Memorization Practice Anxiety	Pearson Correlation	1,000	-,706*
	Sig. (1-tailed)		,000
	N	269	269
Self efficacy	Pearson Correlation	-,706*	1,000
	Sig. (1-tailed)	,000	
	N	269	269
*. Correlation is significant at the 0.01 level (1-tailed).			

According to the table above, it can be seen that the correlation coefficient (r) is -0.706 with a significance value of p of $0.000 < 0.05$. These results indicate that there is a significant relationship in a negative direction between memorization anxiety and self-efficacy in State Madrasah Aliyah students in the practice of memorizing the Al-Qur'an and Hadith subjects. This means that the higher the self-efficacy, the lower the memorization anxiety experienced, and conversely, the lower the self-efficacy, the higher the memorization anxiety experienced. So, the results of the research above with the early hypothesis "there is a relationship between self-efficacy and anxiety about the practice of reciting memorization Al-Qur'an surahs in State Madrasah Aliyah students in Al-Qur'an and Hadith subjects" can be accepted.

Based on the results in Table 1, it can be seen that the relationship between the two research variables is significant. In line with the research of Mugiarto et al (2018) explaining that the anxiety experienced by students is related to self-efficacy when viewed from the ability of students to face difficult situations. The higher the level of self-efficacy possessed by students, the lower academic anxiety in facing exams, and vice versa (Qudsyi & Putri, 2016). When students carry out reciting surahs in front of the subject-related teacher and witnessed by classmates, it will make students feel worried and afraid, causing anxiety to appear (Habibullah et al, 2019; in Priyanti et al, 2021). According to Bandura in Landujawa & Soetjiningsih (2022), when a person experiences anxiety, he will show fear and avoidance behavior in life which interferes with his performance, including in academic situations. When students develop fear and avoidant behavior in their academic process, it will hinder the process of students learning how to solve their problems.

Bell (1978, p.311) in Novferma (2016) explains that problem solving for students can help them to develop their abilities and apply their abilities in various situations. Situations and conditions of reciting memorization anxiety in students can make them find it difficult to concentrate when facing exams (Ardianto, 2018). This concentration difficulty will have an impact on students during the practice of memorizing surahs, such as delays in practice exams (forgetting memorization, having difficulty recall the verses, etc.) which results in less-than-optimal practice exams being carried out. This anxiety must be overcome so that the implementation of the reciting memorization practice exam can run optimally, one of which can be overcome by increasing student self-efficacy.

Students who have low self-efficacy have erratic abilities in thinking and analyzing situations, lower aspirations resulting in poorer quality of work (Listiyani et al., 2013). Bandura in Nurkholisoh & Nurul (2020) explains that self-efficacy plays an important role in exercising control over stressors that can generate anxiety experienced by students. When students have self-control of anxiety, students are able to overcome stressful situations and turn failures or situations into opportunities for success. That is, when students have high self-efficacy, students will be more diligent in dealing with stressful situations, the level of anxiety they experience is also reduced and they can face various challenges by turning them into opportunities in the academic demands they experience.

The findings in this study, in addition to answering the relationship between the two variables, is to describe the level of anxiety variables of reciting memorization and students' self-efficacy during the practice of reciting memorization of surahs of the Qur'an. Researchers use three categories to describe the description of the two variables with category 1 namely low, category 2 namely medium, and category 3 namely high. The description of the descriptive results can be seen in the following table.

Tabel 2. Descriptive results

Variable	Kategori	Quantity	Percentage
Reciting Memorization Anxiety	Low	15	5,6 %
	Medium	172	63,9 %
	High	82	30,5 %
<i>Self efficacy</i>	Low	43	16,0%
	Medium	165	61,3%
	High	61	22,7%

Based on table 2, it can be seen that the level of reciting memorization anxiety of students when they recite surah is in the low category of 5.6% with a total of 15 students, in the medium category 63.9% with a total of 172 students and in the high category 30, 5% with a total of 82 students. The empirical mean was obtained with the help of statistical software of 81.88 where if placed in the theoretical mean it would be in the medium category with an interval range of $60 \leq X < 90$ so that it can be seen that students' memorization anxiety is included in the medium category.

Based on table 2 above, the self-efficacy results for the low category are 16.0% with 43 students, the medium category is 61.3% with 165 students, and the high category is 22.7% with 61 students. The empirical mean is obtained with the help of statistical data processing software of 55.62 where if it is placed in the table the theoretical mean will be in the medium category, namely in the interval range $44 \leq X < 66$, so it can be seen that the self-efficacy of State Madrasah Aliyah students is included in the medium category.

This study initially assumed that the research variables were included in the low and high categories or vice versa. But in fact, after testing, it was concluded that the anxiety of memorizing surahs of the Qur'an and self-efficacy were both in the medium category. The anxiety level of reciting surah practice and self-efficacy of MAN Purworejo students in carrying out the practice of reciting

surahs memorization seen from all aspects is in the medium category. This means that MAN students have good self-confidence and academic confidence in overcoming anxiety from practicing memorizing surahs in Al-Qur'an and Hadith subjects.

This shows that most of the students of MAN Purworejo when faced with the task of memorizing challenging and difficult surahs their level of tenacity and perseverance is at a moderate level. In principle, they will not easily feel discouraged or avoid memorizing assignments given by the teacher. However, if students have tried really hard and cannot memorize surahs, they will give up. This point is in line with research according to Nadishabani et al (2021) that the level of self-efficacy of students at MTs Nurul Hidayah is in the medium category (S) with a percentage of 66% of 66 students. The results of the study concluded that most of the students at MTs Nurul Hidayah had moderate self-efficacy with specifications capable enough to deal with the problems they faced, fairly confident in their abilities, fairly confident of having success in dealing with problems, and persistent enough to try to solve the problems they faced.

Another research that is in line is research according to Nugraha & Prabawati (2019) on mathematics learning at Sukapura Vocational High School with 20 research subjects, the overall results obtained were that students' self-efficacy was in the medium category. That is, when Sukapura Vocational School students are faced with difficulties in learning mathematics, students can still overcome these difficulties by having confidence that they can overcome problems from various situations encountered with support from the teacher's guidance. This study provides references related to reciting memorization anxiety and self-efficacy in State Madrasah Aliyah students when practicing recitation of memorization of Al-Qur'an surahs in Al-Qur'an and Hadith subjects. The results of this study can add references and reading literature so that it can be useful for related agencies. The limitations in this study are related to the length of time for taking respondents for class XII because data collection is carried out after Madrasa exam as the final exam of the academic activities carried out, the deployment of instruments carried out in a hybrid manner, namely offline (class X and XI) and online (class XII) which may have a different effect on the results of filling out the research-scale instruments, as well as the results of the CFA test in the self-efficacy scale instruments made by researchers show inconsistent data fit so that the scale instrument needs further consideration if it is to be reused.

CONCLUSION

This study proves that there is a significant correlation in a negative direction between self-efficacy and anxiety in the practice of reciting memorization of surah in State Madrasah Aliyah X students in Al-Qur'an and Hadith Subjects. As for the anxiety level of the practice of reciting memorization of Surahs is in the medium category and the level of self-efficacy is also in the medium category. Thus, it can mean that if students have high self-efficacy then the anxiety of reciting memorization of surahs is low, conversely, if students have low self-efficacy, the anxiety in practicing surahs cit will increase which results in students not being optimal in the practice of reciting memorization of surahs of the Al-Qur'an in Al-Qur'an and Hadith Subjects.

The results of the study indicate that there is a significant relationship between the two variables in a negative direction, so that it can be used as a reference for the State Madrasah Aliyah, especially the Madrasah Head to make a policy or soft skill training for students, especially in increasing self-efficacy for students to reduce academic anxiety (anxiety about reciting surahs). Procurement of this policy or training can establish cooperation with various experts related to their fields such as Counseling Guidance teachers, school counselors or educational psychologists.

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