

The Relationship Between Strength Of Faith And Academic Resilience Mediated By *Ihsan* Goal Orientation And Self-Efficacy

Ani Wardatul Masruroh[✉], Edy Purwanto, Anwar Sutoyo

Universitas Negeri Semarang, Indonesia

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Abstract

Academic resilience is significant for students, particularly vocational school students, because they are trained to become skilled and adaptive workers who are able to meet business/industry needs in accordance with developments in science, technology and art. If they do not have good academic resilience, they will lack courage, perseverance, rationality and insight. Based on these issues, the present study strived for investigating the relationship between the strength of faith and academic resilience mediated by *ihsan* goal orientation and self-efficacy. It used a correlational design and involved 278 grade eleven students. Based on the analysis, there found a positive relationship between strength of faith and *ihsan* goal orientation, self-efficacy, and academic resilience, *ihsan* goal orientation and self-efficacy were positively related to academic resilience, and lastly, *ihsan* goal orientation and self-efficacy had an indirect and positive relationship with strength of faith and academic resilience. Thus, counselors are advised to provide counseling services to enhance strength of faith, *ihsan* goal orientation, and self-efficacy to improve students' resilience.

[✉] Correspondence address:

Kampus Sekolah Pascasarjana Unnes

Bendan Ngisor Semarang 50237

E-mail: aniwardah26@gmail.com

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INTRODUCTION

The problems and difficulties people face are unique and may differ from one another. Therefore, resilience is needed in various life conditions, including at home, work and school.

The resilience students own in an academic context is called academic resilience. Based on Hendriani (2018:80), academic resilience is the ability to remain strong and resilient in order to keep developing when countering negative emotions during the learning process and in difficult and stressful situations.

Being tough is important for students, including vocational school students. Poor academic resilience will result in lack courage, perseverance, rationality, and insight in students.

Vocational school students are trained to become skilled and adaptive workers as a means of meeting business/industrial needs in line with developments in science, technology and arts (Kemendikbud, 2018:2). Hence, after looking at the developmental tasks and academic demands students have, it is significant for students to attain good academic resilience. It is the domain of counselors to help individuals nurture development in social, learning, and personal contexts (Awalya, et al., 2020).

Several factors are deemed to be related to academic resilience. A study by Aryadelina (2019:8) found when a student is very depressed in his situation, he believes that all events happen by God's will, and he can learn from his difficulties.

The scope of Islam basically includes all the fairy life of man as a creature of God. Sutoyo, 2014:19). Thus, students will be able to survive and recover from adversity and finally attain good resilience. They further explain that student resilience can be driven by two factors. First, the belief that an event is related to the existence of God, and second, the power of faith in God allows students to survive and rise again from adversity.

According to Sutoyo (2017), faith is not just knowledge, more than that it is a color-giver

for thoughts, feelings, and behaviors that encourage positive behavior and at the same time control negative qualities. Faith is believing and admitting something that is believed without any doubt (Norhadi, 2019:1), including spiritual and religious practices.

Human as spiritual beings have a basic need to find and seek meaning in their lives. (Purwanto, E.E, et al, 2019: 331). The goal orientation possessed by the individual will make a difference in the preference of goals to be chosen by the individual along with the situation of achieving it.

Self-efficacy is one of the most influential in human life. (Machmudah, S., et al, 2022: 95). Bandura states that self-efficacy alters task selection, effort, persistence, resilience, and achievement. It is an individual's belief in his ability to successfully perform a particular task (Bandura, 1997).

Regarding the previous explanation, it seemed spellbinding to investigate the effects of self-efficacy and ihsan goal orientation as the mediator variables on the relationship between the strength of faith and the academic resilience of vocational school students, especially at Islamic religious-based vocational schools. The current study examined the relationship between these four variables considering that there were interesting things in the field which showed that academic resilience was difficult for every individual to have, and even though receiving faith education at school still cannot guarantee that every student has good academic resilience.

METHODS

As many as 278 grade eleven students at vocational high schools in Buaran sub-district, Pekalongan Regency who were Muslim were involved as the samples.

Four instruments were used to collect the students' data. The first instrument used was designed based on an adaptation of the General Self-Efficacy Scale (GSES), which originally consists of 10 items (Schwarzer & Jerusalem, 1995) and the Indonesian version of Nuvrianto, R (2019) with some adjustments made by

researchers resulting in 18 items. Aspects of self-efficacy consist of level (6 items), strength (5 items), and generality (5 items). All statement items were rated using the scale of (1=strongly disagree to 5=strongly agree). In terms of validity test using the Kaiser Meyer Oikin Measure of Sampling Adequacy (KMO-MSA), this instrument obtained the value of 0.89 with the Anti-Image Correlation value for each indicator was above 0.50. (Usman dan Sobari, 2013 : 38). The extraction value of the 3 indicators used had an extraction value of >0.50. The indicators used gained a Factor Loading value of > 0.35 and were grouped into one particular factor, so it can be concluded that the indicators used have been consistent in that variable and there has been no need to delete indicators in the variable. Based on the reliability test, the Cronbach's alpha value for self-efficacy was 0.78, so the general self efficacy scale (GSES) instrument was valid and reliable. (Sugiyono, 2015)

The second instrument was the Academic Resilience Scale (ARS-30) developed by Cassidy (2016) with 30 items that has been translated into the Indonesian version by Kumalasari (2020). This scale consists of Perseverance (14 items), Reflecting and Adaptive Help-seeking (11 items), negative affect and emotional response (5 items). All statement items were rated using the scale of (1=strongly disagree to 5=strongly agree). In terms of validity test, the Kaiser Meyer Oikin Measure of Sampling Adequacy (KMO-MSA) value of this instrument was 0.89. The Anti-Image Correlation value for each indicator was > 0.50. (Usman dan Sobari, 2013 : 38). The extraction value of the 3 indicators used had an extraction value of >0.50. The indicators used gained a Factor Loading value of >0.35 and there was 1 indicator that did not group into one particular factor, so the indicators used have not been consistent in that variable, and it was necessary to delete this 1 indicator to make the instrument become valid. Based on the reliability test, the Cronbach's alpha value for academic resilience was 0.68, so the Academic Resilience Scale (ARS-30) scale

instrument has been valid and reliable after removing 1 indicator. (Sugiyono, 2015)

The third instrument used was the strength of faith scale developed based on the strength of faith indicator according to Shodiq (2014). The dimensions of the strength of faith are the inner dimension (8 items of belief dimension and 6 items of attitude dimension), and the outer dimension (external act) of 10 items. All statement items were scored using the scale of (1=strongly disagree to 5=strongly agree). The validity test results showed that the Kaiser Meyer Oikin Measure of Sampling Adequacy (KMO-MSA) value of this instrument was 0.89. The Anti-Image Correlation value for each indicator was > 0.50. (Usman dan Sobari, 2013 : 38). The extraction value of the 3 indicators used had an extraction value of >0.50. The indicators used gained a Factor Loading value of > 0.35 and were grouped into one particular factor, so it can be concluded that the indicators used have been consistent in that variable and there was no need to eliminate indicators in the variable. Based on the reliability test, the Cronbach's alpha value for the strength of faith was 0.83, so the strength of faith scale instrument has been valid and reliable. (Sugiyono, 2015)

The fourth instrument is the Ihsan Goal Orientation scale developed by the researchers based on the Ihsan goal orientation indicators. These indicators include Carrying out academic activities as best as possible to gain God's love (6 items), Respecting and being devoted to parents (4 items), Not doing bad deeds forbidden by the God (5 items), Worshiping and praying to the God (a total of 3 items). All statement items were rated using the scale of (1=strongly disagree to 5=strongly agree). The validity test results showed that the Kaiser Meyer Oikin Measure of Sampling Adequacy (KMO-MSA) value of this instrument was 0.89. The Anti-Image Correlation value for each indicator was > 0.50. (Usman dan Sobari, 2013 : 38). The extraction value of the 3 indicators used had an extraction value of >0.50. The indicators used had a Factor Loading value > 0.35 and there was 1 indicator that did not

group into one particular factor, so it can be concluded that the indicator was not consistent in this variable and it was necessary to eliminate it to make the instrument become valid. Based on the reliability test, the Cronbach's alpha Ihsan Goal Orientation value was 0.54, so the Ihsan Goal Orientation scale instrument has been valid and reliable after removing 1 indicator. (Sugiyono, 2015)

RESULTS AND DISCUSSION

The data obtained from filling out questionnaires by the respondents were analyzed using descriptive statistical analysis. The variables explained covered the variables of strength of faith, self-efficacy, *ihsan* goal orientation, and academic resilience. These variables are explained further in table 1.

Table 1 Descriptive Statistical Analysis

Variable	N	Mean	SD	Category
Strength of faith	278	85	12	High
Self-Efficacy	278	51	8	High
<i>Ihsan</i> Goal Orientation	278	58	7	High
Academic Resilience	278	109	15	High

To see the relationship between Strength of Faith on Self-Efficacy, *Ihsan* Goal Orientation, and Academic Resilience, the data

were analyzed using the 4 Hayes macro process model. These results are described further in table 2.

Table 2. The Analysis of the Relationships between Strength of Faith, *Ihsan* Goal Orientation, and Self-Efficacy on Academic Resilience

Criteria	B	se	t	p	LLCI	ULCI
Strength of Faith- <i>Ihsan</i> Goal Orientation	0.25	0.01	13.70	0.00	0.21	0.29
Strength of Faith -Self-Efficacy	0.34	0.03	11.20	0.00	0.28	0.40
Strength of Faith -Academic resilience	0.50	0.06	8.22	0.00	0.38	0.62
<i>Ihsan</i> Goal Orientation-Academic resilience	0.48	0.15	3.13	0.00	0.18	0.78
Self-Efficacy-Academic resilience	0.33	0.09	3.52	0.00	0.14	0.51
Strength of Faith - <i>Ihsan</i> Goal Orientation-Academic Resilience	0.12	0.05			0.00	0.23
Strength of Faith – Self-Efficacy-Academic resilience	0.11	0.03			0.04	0.17
Total Effect	0.73	0.04	15.62	0.00	0.64	0.82

Source: Research Data 2023

Based on table 2, the strength of faith was positively related to *ihsan* goal orientation ($\beta = 0.25, p < 0.05$), self-efficacy ($\beta = 0.34, p < 0.05$), and academic resilience ($\beta = 0.50, p < 0.05$). Goal orientation was positively related to academic resilience ($\beta = 0.48, p < 0.05$), and self-efficacy was positively related to academic resilience ($\beta = 0.33, p < 0.05$).

Strength of faith had a positive direct relationship with academic resilience ($\beta = 0.50, [CI=95\%] LLCI = 0.38, ULCI = 0.62$), a positive

indirect relationship with academic resilience through goal orientation ($\beta = 0.12, [CI=95\%] LLCI = 0.00, ULCI = 0.23$), and a positive indirect relationship with academic resilience through self-efficacy ($\beta = 0.11, [CI=95\%], LLCI = 0.04, ULCI = 0.17$).

Regarding the above results, overall, the strength of faith was positively related to academic resilience through goal orientation and self-efficacy ($\beta = 0.73, p < 0.05 [CI=95\%] LLCI = 0.64, ULCI = 0.82$). When referred to Baron and

Kenny's (1986) guide, it can be concluded that there is a mediating role for the variables *ihsan* goal orientation and self-efficacy in the relationship between strength of faith and academic resilience.

Generally, this study has proved that there was a positive relationship between the strength of faith and students' academic resilience mediated by *ihsan* goal orientation and self-efficacy. In this way, it can be used as new scientific support to study the relationship between the strength of faith and students' academic resilience mediated by *ihsan* goal orientation and self-efficacy. Another implication is counselors can help students achieve good academic resilience by providing counseling services, especially increasing self-efficacy, *ihsan* goal orientation, and strengthening faith.

Given the limited exploration of the relationship between strength of faith and academic resilience in vocational high school students in grade eleven, the future studies are recommended to add counseling interventions and further investigate the case from the perspectives of gender, age, and major.

CONCLUSION

This study has confirmed that there is a positive relationship between the strength of faith and academic resilience through *ihsan* goal orientation and self-efficacy. Precisely, there is a positive relationship between the strength of faith and *ihsan* goal orientation, self-efficacy, and academic resilience. *Ihsan* goal orientation and self-efficacy are also positively related to academic resilience. Therefore, counselors are suggested to provide counseling services to increase the strength of faith, *ihsan* goal orientation and self-efficacy so that students' academic resilience increases. It is recommended for future researchers to provide counseling interventions, as well as further review in terms of gender, age and major.

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