

Student Engagement in Islamic Boarding School: What is The Role of Self-Efficacy and School Well Being

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Abstract

Keywords:
Self-Efficacy; School Well-Being; Student Engagement; Santri

This research aims to analyze the direct relationship between self-efficacy and school welfare and the involvement of students in Islamic boarding schools. They use a correlational quantitative approach to collect data through self-efficacy scales, school welfare scales and student involvement. The population in this study was 1,071 junior high school students at the As-Salafi Al-Fithrah Islamic boarding school in Surabaya, while the sample used as research respondents was 265 students using accidental sampling techniques. The results of data analysis using multiple linear regression techniques in this study showed an F value of 93.020 with a significance of 0.000 ($p < 0.05$), which means there is a significant relationship between self-efficacy, school well-being and student engagement. Then, partial testing between the self-efficacy and student engagement variables produced a significance value of 0.000 ($p < 0.05$). Meanwhile, testing the school well-being variable with student engagement obtained a significance of 0.001 ($p < 0.05$). Overall, the self-efficacy variable and the school well-being variable have a 41.5% influence on the student engagement variable. The conclusion drawn from this research shows a significant positive relationship between self-efficacy, school well-being, and student engagement of students in Islamic boarding schools.

Abstrak

Kata kunci:
Efikasi diri;
kesejahteraan sekolah;
keterlibatan siswa;
santri

Penelitian ini bertujuan untuk menganalisis hubungan langsung antara efikasi diri dan kesejahteraan sekolah dengan keterlibatan santri di pondok pesantren. Dengan menggunakan pendekatan kuantitatif korelasional pengumpulan data melalui skala efikasi diri, skala kesejahteraan sekolah dan keterlibatan siswa. Populasi dalam penelitian ini adalah santri tingkat menengah pertama di pondok pesantren As-Salafi Al-Fithrah Surabaya sebanyak 1.071 sedangkan sampel yang digunakan sebagai responden penelitian sejumlah 265 santri dengan menggunakan teknik accidental sampling. Hasil analisis data menggunakan teknik regresi linier berganda pada penelitian ini menunjukkan nilai F sebesar 93,020 dengan signifikansi sebesar 0,000 ($p < 0.05$) yang berarti terdapat hubungan yang signifikan antara efikasi diri dan school well-being dengan student engagement. Lalu pada pengujian secara parsial antara variabel efikasi diri dengan student engagement menghasilkan nilai signifikansi sebesar 0,000 ($p < 0.05$). Sedangkan pengujian variabel school well-being dengan student engagement memperoleh signifikansi sebesar 0,001 ($p < 0,05$). Secara keseluruhan variabel Efikasi diri dan variabel school well-being memberi pengaruh 41,5% kepada variabel student engagement. Kesimpulan yang dapat diambil dari penelitian ini menunjukkan bahwa terdapat hubungan positif yang signifikan antara efikasi diri dan school well-being dengan student engagement santri di pondok pesantren.

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PENDAHULUAN

Islamic boarding schools are one of the educational institutions that are currently quite popular with Indonesian people because they have an educational system with a modern style: boarding school or 24-hour learning in the dormitory. Apart from deepening religious knowledge, Islamic boarding schools have unique aspects that attract parents to send their children to Islamic boarding schools, such as learning to live independently, being time disciplined, and forming characters with noble morals. Apart from that, sending children to Islamic boarding school-based schools is thought to be able to overcome teenagers from environments that tend to be wrong; the cost of education is normatively standard with suitable basic needs, as well as the provision of religion to create a generation with life values.¹

Islamic boarding schools and Islamic boarding schools cannot be separated from a single unit. A santri, or someone who studies at an Islamic boarding school, is essential to an educational institution's functions. Not only does the student receive formal learning in class, but the student also receives informal guidance at the mosque and advice and role models in everyday life.² The quite diverse activities at Islamic boarding schools help students improve their academic abilities and talents.³

However, the problem for students when studying at Islamic boarding schools is the busy activities that the boarding school administrators have determined, so students need more time to rest because the demands are more significant than students in general.⁴ This lack of rest by students causes students to often sleep in class and need more focus on teaching and learning activities. It even leads to conditions like "disengaged" or conditions that cause students not to have a strong urge to learn, namely the opposite of the term "engagement," which means active involvement.

The involvement of students, or so-called student engagement, is quite an essential factor in influencing the success of the learning process and academic results in Islamic boarding schools. A student who has student engagement Those who are good will be able to have good academic grades, too.⁵ Not only does it impact academic grades, but student engagement is a strong predictor of a student's behavior at school.⁶ When students can implement engagement well, the behavior shown at school will be

¹ Guntur Cahaya Kesuma, "Refleksi Model Pendidikan Pesantren Dan Tantangannya Masa Kini," *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 2, no. 1 (2017): 67, <https://doi.org/10.24042/tadris.v2i1.1740>.

² Wardah Hanafie Das and Abdul Halik, "Pendidikan Islam Di Pondok Pesantren: Problematika Dan Solusinya" (Uwais Inspirasi Indonesia, 2020).

³ Achmad Muchaddam Fahham, *Pendidikan Pesantren: Pola Pengasuhan, Pembentukan Karakter Dan Perlindungan Anak, Ilmu Dan Aplikasi Pendidikan: Bagian 4 Pendidikan Lintas Bidang*, 2020.

⁴ Dwi Ajeng Utami and Kusdiyanti Sulisworo, "Hubungan Antara Student Engagement Dengan Prestasi Belajar Pada Siswa Kelas XI Di Pesantren Persatuan Islam No. 1 Bandung," *Prosiding Psikologi* 2, no. 4 (2014): 88–95.

⁵ Ming-Te Wang and Rebecca Holcombe, "Adolescents' Perceptions of School Environment, Engagement, and Academic Achievement in Middle School," *American Educational Research Journal* 47, no. 3 (2010): 633–62.

⁶ James J Appleton, Sandra L Christenson, and Michael J Furlong, "Student Engagement with School: Critical Conceptual and Methodological Issues of the Construct," *Psychology in the Schools* 45, no. 5 (2008): 369–86.

good and cheerful. However, if a student has student engagement, and if normative is low, students will show negative behavior at school.

Student engagement is students' behavior at school, both in academic and non-academic terms, who can participate actively and positively cooperatively in complying with school regulations.⁷ Besides that, student engagement is defined as a positive attitude when carrying out a particular activity happily, dedicatedly, and thoughtfully.⁸ Involvement is described as something broader in the sense that it includes certain academic and non-academic aspects of the student experience, such as actively participating in the learning process, being communicative with parties related to the school, participating in academic activities, being involved in various experiences and having good relationships with students. All elements within the school scope.⁹ A student who has student engagement usually behaves positively in Islamic boarding schools, follows the rules set in Islamic boarding schools, does not carry out prohibitions or contradictory things, and is always actively involved in the entire academic process.¹⁰

Based on the results of a pre-survey through interviews conducted on September 17, 2023, at the As-Salafi Al-Fithrah Islamic boarding school in Surabaya, it was obtained that the activities of students at the Islamic boarding school start at 04.00 WIB for morning prayers until 23.30 WIB for resting after carrying out activities. Deliberation. This busy learning process causes several problems to emerge, including not attending congregational prayers, hiding in the bathroom during activities, skipping class when lessons start, pretending to be sick, sleeping during worship activities, studying only during exams, not focusing during the ustadz/ustadzah explains the material, relates to the opposite sex and even leads to bullying behavior. Some of this deviant behavior occurs because students feel bored and tired of repeatedly doing the same activities, leading to student engagement with students considered inferior.

Students with low student engagement will show deviant behavior and tend to violate the rules set by the Islamic boarding school, such as skipping class when class starts, not paying attention to the teacher, and running away from the Islamic boarding school. This also affects the students' low academic and non-academic achievements.¹¹ Other behaviors that may occur if the students have student engagement What is low is juvenile delinquency, such as the tendency to access pornography. Therefore, the positive involvement of students will be able to prevent delinquent behavior.¹²

⁷ Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 59–109, <https://doi.org/10.3102/00346543074001059>.

⁸ Vicki Trowler, "Tinjauan Literatur Keterlibatan Siswa" 7, no. November (2010): 1–8.

⁹ Trowler.

¹⁰ Jeremy D Finn and Kayla S Zimmer, "Student Engagement: What Is It? Why Does It Matter?," in *Handbook of Research on Student Engagement* (Springer, 2012), 97–131.

¹¹ Difa Hidayatishafia and Sita Rositawati, "Hubungan School Well Being Dengan Student Engagement Relation Of School Well Being and Student Engagement," *Prosiding Psikologi* 3 (2017): 41–47, <http://pendis.kemendiknas.go.id/file/dokumen/pontrenanalisis.pdf>.

¹² Muhammad Farid Azfaruddin et al., "Pengaruh Religiusitas & Student Engagement Terhadap Kecenderungan Mengakses Pornografi Pada Santri," *Madani: Jurnal Ilmiah Multidisiplin* 1, no. 10 (2023).

Student engagement can be caused by several factors, both external and internal; the external factors referred to here are the social context, while the internal factors include the system model.¹³ One of the internal factors that can increase student engagement is self-efficacy. A student has full involvement both behaviorally, emotionally, and cognitively at school because the student has high self-efficacy.¹⁴ Self-efficacy is a person's belief about their ability to achieve specific goals that influence their life. This determines how a person thinks, motivates themselves, and behaves. This belief in oneself will have various impacts through four main processes: cognitive, motivational, affective, and selection.¹⁵ Therefore, students with good self-confidence can lead to good activity and participation.

Meanwhile, other factors can increase student engagement in school well-being. School welfare, or what is known as school well-being, is a psychological concept that discusses students' subjective assessments of school situations.¹⁶ Supported by previous research, there is a relationship between school well-being with student involvement, and it found that the higher the school welfare, the higher the student involvement.¹⁷ Waters and White also stated that school well-being determines student involvement in learning.¹⁸ It can be concluded that Islamic boarding school conditions, which are considered uncomfortable, stressful, and tedious, will encourage students to develop negative behavior such as carrying out prohibitions on regulations, refusing to take part in learning, disturbing friends, and even skipping class.¹⁹

Indicators of student success are influenced by academic achievement.²⁰ To meet the educational challenges for students at Islamic boarding schools when continuing to a higher level of education, students need to improve their academic achievements through the involvement of students in various activities that have been determined at the Islamic boarding school, both academic and non-academic. By upgrading student engagement students in Islamic boarding schools, the author found that there may be a positive relationship between self-efficacy and school well-being, which is an influencing variable on student engagement.

¹³ James P Connell and James G Wellborn, "Competence, Autonomy, and Relatedness: A Motivational Analysis of Self-System Processes.," 1991.

¹⁴ Devi Pramisyayanti and Riza Noviana Khoirunnisa, "HUBUNGAN ANTARA SELF-EFFICACY DENGAN STUDENT ENGAGEMENT PADA SISWA SMP X KELAS VIII SELAMA MASA PANDEMI COVID-19," n.d.

¹⁵ Albert Bandura, William H Freeman, and Richard Lightsey, "Self-Efficacy: The Exercise of Control" (Springer, 1999).

¹⁶ Anne Konu and Matti Rimpelä, "Well-Being in Schools: A Conceptual Model," *Health Promotion International* 17, no. 1 (2002): 79–87, <https://doi.org/10.1093/heapro/17.1.79>.

¹⁷ Roza Eva Susanti, Firman Firman, and Daharnis Daharnis, "Contribution of School Well-Being and Emotional Intelligence to Student Engagement in Learning," *International Journal of Applied Counseling and Social Sciences* 2, no. 1 (2021): 48–54.

¹⁸ Lea Waters and Mathew White, "Case Study of a School Wellbeing Initiative: Using Appreciative Inquiry to Support Positive Change," *International Journal of Wellbeing* 5, no. 1 (2015).

¹⁹ Susanti, Firman, and Daharnis, "Contribution of School Well-Being and Emotional Intelligence to Student Engagement in Learning."

²⁰ Ulfatus Sa'adah and Jati Ariati, "Hubungan Antara Student Engagement (Keterlibatan Siswa) Dengan Prestasi Akademik Mata Pelajaran Matematika Pada Siswa Kelas XI SMA Negeri 9 Semarang," *Jurnal Empati* 7, no. 1 (2020): 69–75.

Some research with the concept of student engagement is often studied in various conditions; there is awareness of the shortcomings of previous research that need to be overcome, such as uncertainty in measurement and limited causality, where previous research needs to determine the extent to which student engagement leads to improved results. In addition, previous researchers may have yet to sufficiently consider the internal side as a predictor in influencing high and low levels of student engagement, so research student engagement is still relevant as a research focus for the last 30 years as retention rates and educational sustainability by preventing dropout. Apart from that, with differences and changes in the education system, such as the use of technology, learning methods, and other creative learning approaches, research on student engagement will help identify the best way to ensure engagement remains high by adapting to the characteristics of the current era.

The exciting novelty of this research can be seen through the relationship between the scales, namely self-efficacy and school well-being, with student engagement, which has yet to be widely researched. In this research, we do not only consider external factors as the focus of influence to improve the scale of student engagement but there are internal factors that combine as an overall view. Therefore, this research will provide something new compared to previous research by examining phenomena related to the relationship between self-efficacy and school Well-Being with Student Engagement Students at Islamic Boarding Schools.

RESEARCH METHODS

This research uses a correlational quantitative approach that describes the relationship between self-efficacy and school well-being as an independent variable, with student engagement as the dependent variable. The research was conducted at the As-Salafi Al-Fithrah Islamic boarding school in Surabaya using a questionnaire given directly to participants. The population in this study was 1,071 junior high school students, female and male, which were then calculated using the table. Isaac and Michael, the sample used was 265 students with a significance level of 5%. The sampling technique in this research is accidental sampling. The selection of samples by chance is in a research location according to the context without any plan.²¹

The measuring instrument used is a student engagement scale, prepared using the theory of Fredericks et al. (2004), consisting of 24 valid items with a reliability coefficient of 0.918. The self-efficacy scale referred to Bandura's theory (1997), consisting of 20 items with a reliability coefficient of 0.890. Meanwhile, scaleschool well-being, created using Konu and Rimpela's theory (2002), obtained 19 valid items with a reliability coefficient of 0.899. This research instrument was designed using the principle of the attitude scalelike with an assessment of 4 answer choices containing two forms of positive and negative statements. Data analysis techniques for hypothesis testing use multiple linear

²¹ F X Sugiyono, *Neraca Pembayaran: Konsep, Metodologi Dan Penerapan*, vol. 4 (Pusat Pendidikan Dan Studi Kebanksentralan (PPSK) Bank Indonesia, 2017).

regression parametric statistics with the help of IBM programs Statistical Package for Social Science (SPSS) version 25.0 for Windows.

RESEARCH RESULTS AND DISCUSSION

Results

From the data collection process at the As-Salafi Al-Fithrah Islamic boarding school in Surabaya, by obtaining 265 respondents, an overview of the respondent's profile or description of the respondent's distribution in this study was obtained as follows.

Table 1

Respondent Profile

Demographics	Amount	Percentage
Gender		
Man	152	42,64 %
Woman	113	57,36 %
Age		
12	15	5,66 %
13	66	24,91 %
14	86	32,45 %
15	70	26,42 %
16	24	9,06 %
17	4	1,51 %
Class		
VII	69	26,04 %
VIII	114	43,02 %
IX	82	30,94 %

Based on the table above, it is known that the 256 students who were respondents in this study had a slightly different contribution. The number of female respondents was 113, with a percentage of 42.64%, while the number of male respondents was 152, with a percentage of 57.36%. It can be concluded from this data that most of the respondents were male.

Apart from that, of the 265 students, there were 15 respondents aged 12 years with a percentage of 5.66%, 66 respondents aged 13 years with a percentage of 24.91%, 86 respondents aged 14 years with a percentage of 32.45%, 70 respondents aged 15 years with a percentage of 26.42%, 24 respondents were 16 years old with a percentage of 9.06%, and four respondents were 17 years old with a percentage of 1.51%. If we conclude from this data, most of the respondents were students aged 14 years.

Meanwhile, the recapitulation of the number of respondents at the class level for each subject showed that there were 69 respondents in class seven or VII, with a percentage of 26.04%. Respondents in class eight or VIII were 114, with a percentage of 43.02 %, and respondents who were in class nine or IX were 82, with a percentage of 30.94%. If concluded from this data, most respondents were in grade eight or IX.

Table 2
Categorization of Student Engagement Scales

No	Value Range	Category	Amount	Percentage
1.	≤ 63	Low	55	20,8%
2.	63 – 82	Currently	169	63,8 %
3	≥ 82	Height	41	15,5%
Amount			265	100 %

Source: Output Statistic Program SPSS Seri 25 IBM For Windows

Based on the calculations that have been carried out, it was found that as many as 55 participants, or 20.8% of all respondents, had student engagement with a score below 63. Meanwhile, 169 participants, or 63.8% of the total, had student engagement classified as moderate, ranging from 63 to 82. Then 41 participants, or 15.5% of the total, showed results of high student engagement with a value range above 82.

Table 3
Categorization of Self-Efficacy Scales

No	Value Range	Category	Amount	Percentage
1.	≤ 52	Low	41	15,4%
2.	52 – 68	Currently	187	70,6%
3	≥ 68	Height	37	14%
Amount			265	100 %

Source: Output Statistic Program SPSS Seri 25 IBM For Windows

Based on the results of calculations that have been carried out, it was found that as many as 41 participants, or 15.4% of the total respondents, had low self-efficacy with a score range below 52. Meanwhile, 187 participants, or 70.6% of the total, had self-efficacy, classified as moderate, with a score ranging from 52 to 68. Then, 37 participants, or 14% of the total, showed high self-efficacy results with scores above 68.

Table 2
Categorization of School Well-Being Scales

No	Value Range	Category	Amount	Percentage
1.	≤ 42	Low	43	16,2%
2.	42 – 58	Currently	180	67,9%
3	≥ 58	Height	42	15,8%
Amount			265	100 %

Source: Output Statistic Program SPSS Seri 25 IBM For Windows

Based on the calculations that have been carried out, it was found that as many as 43 participants, or 16.2% of all respondents, had low school well-being, with a score below 42. Meanwhile, 180 participants, or 67.9% of the total school well-being, are classified as moderate, ranging from 42 to 58. Then, 42 participants, or 15.8% of the total, showed high well-being with a value above 58.

Table 5
Coefficient of Determination Test Results

Variable	R Square	Is
Student Engagement	0,415	Moderate

Source: Output Statistic Program SPSS Seri 25 IBM For Windows

Based on the coefficient of determination test results, The R-square value obtained was 0.415, which means the variables Self-efficacy and school well-being have a 41.5% influence on the variable student engagement. Meanwhile, the remaining 58.5% was influenced by other variables not researched by the author.

Table 6
Simultaneous Test Results

F	p	Is
93,020	0,000	Significant

Source: Output Statistic Program SPSS Seri 25 IBM For Windows

Based on simultaneous testing, it shows a coefficient of $F = 93.020$ and a significance value of 0.000 ($p < 0.05$), so it can be concluded that the first hypothesis, namely that there is a relationship between self-efficacy and school well-being and student engagement, is accepted. This shows that there is a significant correlation between the dependent variable and the independent variable.

Table 7
Partial Test Results

Variabel	t	p	Is
Self-Efficacy – Student Engagement	8,286	0,000	Significant
School Well-Being – Student Engagement	3,366	0,001	Significant

Source: Output Statistic Program SPSS Seri 25 IBM For Windows

Based on partial test results on variables, student engagement with self-efficacy shows a coefficient of $t = 8.286$ and a significance value of 0.000 ($p < 0.05$), so it can be concluded that the second hypothesis is that there is a relationship between self-efficacy and student engagement accepted. This shows a positive correlation between the self-efficacy variable and student engagement. Meanwhile, the results of partial regression analysis obtained on a scale of school well-being with student engagement show a coefficient of $t = 3.366$ and a significance value of 0.001 ($p < 0.05$), so it can be concluded that the third hypothesis is that there is a relationship between school well-being with student engagement accepted. This shows a positive correlation between the variables of school well-being and student engagement.

Discussion

This research aims to see the relationship between self-efficacy, school well-being, and student engagement, partially or jointly. In general, the research results show that self-efficacy and school well-being influence student engagement owned by students in Islamic boarding schools.

The results of simultaneous or concurrent hypothesis testing show a significant relationship between self-efficacy and school well-being with student engagement students at Islamic boarding schools. This means that the higher the self-efficacy variable and school well-being, the higher the student engagement students at Islamic boarding schools. On the other hand, if students' self-efficacy and well-being are low, students' involvement in Islamic boarding schools also decreases. This is commensurate with the theory expressed by Kahu et al. (2019), which explains that self-efficacy and well-being are significant triggers for someone to get involved in a place, including Islamic boarding schools.²²

Please note that there are factors that can influence student engagement there are 4, namely welfare (well-being), emotions, self-efficacy, and sense of belonging. The findings that the author wants to highlight in his research explain that these four pathways can influence student engagement simultaneously and influence each other.²³ Self-efficacy can increase students' sense of ownership in a class, influencing student welfare so that students with good welfare and perception of school will positively engage themselves. Well-being is multidimensional and impacts students' sense of belonging, emotions, self-efficacy, and engagement. Welfare is a condition of students physically and mentally, which is the spearhead of students in surviving and behaving in academic demands.²⁴

Other results in this research state that there is a contribution of self-efficacy variables and school well-being to student engagement amounted to 41.5%, which means that there are 58.5% of other variables that were not examined in this study which are factors in the high and low student engagement students at Islamic boarding schools. Is the opinion expressed by Finn & Zimmer (2012) that the variables that have an impact on student engagement are teacher support and warmth, learning strategies, school size, and perceptions of the school environment.²⁵ Variables can influence individuals within student engagement, student interests, school staff, local context, institutions, educational ideology, national policies, and connecting levels.²⁶

The second hypothesis states a significant relationship between self-efficacy and student engagement, which is also accepted. This shows that self-efficacy is an essential predictor in efforts to increase student involvement in Islamic boarding schools. The results of this research align with research conducted by Ansyar et al. (2023), which shows that the higher a student's self-efficacy, the higher their engagement.²⁷ Research

²² Ella R Kahu, Catherine Picton, and Karen Nelson, "Pathways to Engagement: A Longitudinal Study of the First-Year Student Experience in the Educational Interface," *Higher Education* 79 (2020): 657–73.

²³ Kahu, Picton, and Nelson.

²⁴ Sarah Holdsworth, Michelle Turner, and Christina M Scott-Young, "... Not Drowning, Waving. Resilience and University: A Student Perspective," *Studies in Higher Education* 43, no. 11 (2018): 1837–53.

²⁵ Finn and Zimmer, "Student Engagement: What Is It? Why Does It Matter?"

²⁶ Trowler, "Tinjauan Literatur Keterlibatan Siswa."

²⁷ Amirah Ansyar, Dian Novita Siswanti, and Nur Akmal, "Hubungan Antara Self-Efficacy Dengan Student Engagement Pada Siswa MAN Pinrang," *PESHUM: Jurnal Pendidikan, Sosial Dan Humaniora* 2, no. 5 (2023): 835–45.

conducted by Pramisjayanti and Khoirunnisa (2022) also explains that a student is fully involved behaviorally, emotionally, and cognitively at school because of high self-efficacy.²⁸

Previous research conducted by Skinner and Pitzer (2012) discussed the dynamics of student involvement, which is the importance of engagement for students because involvement is a direct path to achieving a long-term achievement goal, especially in the academic realm.²⁹ It is stated that student involvement has three essential aspects, namely behavioral involvement, emotional involvement, and cognitive involvement. This has a definite relationship with self-efficacy, so students who believe in their abilities will be happy to take fully involved action.³⁰ The aspects of self-efficacy that contribute most to student engagement are the level aspects, namely perceptions related to the degree of difficulty of a task.³¹ If analyzed further, when individuals have confidence in the level of difficulty of a task, this will lead to behavior. If an individual considers a task easy, he will try to complete the existing task and vice versa; if the individual feels unable to face the task, he will avoid the situation.³² Putri and Prasetyaningrum (2023) conducted similar research showing that 30% of self-efficacy variables had an impact on student engagement in teenagers; only of the three aspects in the self-efficacy scale that dominantly influences a teenager in being involved in school is the aspect generality, that individuals who feel confident in being able to perform a specific new task will have good student engagement.³³

Based on the results of partial testing carried out on the third hypothesis, namely that there is a relationship between the variables school well-being and student engagement, also accepted. This means that the higher a student gives a positive subjective assessment of an Islamic boarding school, the more it means that the welfare of the students at the Islamic boarding school is good, and student engagement also increases. This is confirmed by research conducted by Ernawati et al. (2022), who found that school well-being significantly influences student engagement.³⁴ Likewise, research conducted by Diastu et al. (2023) showed that school well-being has a positive correlation with student engagement, so students who are likely to experience fatigue due to many activities at school will also have an impact on student welfare, and this

²⁸ Pramisjayanti and Khoirunnisa, "HUBUNGAN ANTARA SELF-EFFICACY DENGAN STUDENT ENGAGEMENT PADA SISWA SMP X KELAS VIII SELAMA MASA PANDEMI COVID-19."

²⁹ Ellen A Skinner and Jennifer R Pitzer, "Developmental Dynamics of Student Engagement, Coping, and Everyday Resilience," in *Handbook of Research on Student Engagement* (Springer, 2012), 21–44.

³⁰ Skinner and Pitzer.

³¹ Devy Mukaromah, Sugiyo Sugiyo, and Mulawarman Mulawarman, "Keterlibatan Siswa Dalam Pembelajaran Ditinjau Dari Efikasi Diri Dan Self Regulated Learning," *Indonesian Journal of Guidance and Counseling: Theory and Application* 7, no. 2 (2018): 14–19.

³² Bandura, Freeman, and Lightsey, "Self-Efficacy: The Exercise of Control."

³³ Hanifa Ashaditya Khamila Putri and Susanti Prasetyaningrum, "Dampak Efikasi Diri Akademik Terhadap Keterlibatan Siswa Pada Remaja," *Cognicia* 11, no. 2 (2023): 99–105.

³⁴ Linda Ernawati, Nur Intan Kurniasari, and Devi Sekar Ayu Ningrum, "PENGARUH SCHOOL WELLBEING TERHADAP STUDENT ENGAGEMENT," *QUANTA* 6, no. 1 (2022): 8–16.

will influence whether students will be involved positively or whether it will lead to negative behavior.³⁵

School well-being is a student's assessment of the atmosphere and conditions that are felt to provide students with comfort in carrying out academic activities. When the Islamic boarding school is considered comfortable, and the facilities provided also meet needs, the students tend to be responsive to the activities and demands at the Islamic boarding school. This will also encourage students to be involved and participate actively in both learning and social activities.

In the three aspects mentioned in the theory of Konu et al. (2002), namely having (environmental conditions), loving (social relations), being (self-fulfillment), and health (health status), there are significant differences in the contribution between aspects in influencing student engagement. School well-being has the most significant influence on students' emotional involvement.³⁶ Students will generally react positively to the surrounding conditions, such as being enthusiastic about learning, showing interest in lessons, being enthusiastic about carrying out academic activities, etc. By creating a safe and comfortable classroom atmosphere, students can process learning emotionally, which is also referred to as good student involvement.³⁷

This research is also supported by Hidayatishafia and Rositawati (2017), who said that students who positively perceive the school environment in terms of meeting needs and social relationships will tend to be involved in teaching and learning activities.³⁸ This means that the better the student's assessment of the school, the higher student engagement will be. Likewise, research conducted by Febriyana et al. (2019) shows a positive relationship between school well-being and student engagement, which means it is getting higher school well-being for student engagement also goes high. On the other hand, getting someone's lower school well-being is even lower student engagement.³⁹

Thus, this research can provide valuable insights and make a practical contribution by improving student engagement in Islamic boarding schools by understanding its importance to school well-being and increasing self-efficacy. This research is also expected to significantly impact the education system, especially in Islamic boarding schools, and create an environment that supports the holistic development of students.

³⁵ Naufan Rizqianto Diastu, Nurul Hidayah, and Yuzarion Yuzarion, "Peran Student-Teacher Trust Dan School Well-Being Terhadap Student Engagement Pada Siswa SMA," *Jurnal Sains Psikologi* 12, no. 1 (2023).

³⁶ Ernawati, Kurniasari, and Ningrum, "PENGARUH SCHOOL WELLBEING TERHADAP STUDENT ENGAGEMENT."

³⁷ Maria R Reyes et al., "Classroom Emotional Climate, Student Engagement, and Academic Achievement.," *Journal of Educational Psychology* 104, no. 3 (2012): 700.

³⁸ Hidayatishafia and Rositawati, "Hubungan School Well Being Dengan Student Engagement Relation Of School Well Being and Student Engagement."

³⁹ Febri Febriyana, Endang Supraptiningsih, and Stephani Raihana Hamdan, "Hubungan Antara School Well-Being Dengan Student Engagement Pada Siswa SMK X Bandung," *Prosiding Psikologi*, 2019, 167–73.

CONCLUSION

It was concluded, based on the results of the research and discussions carried out in the research, that there was a significant relationship between self-efficacy and school well-being with student engagement students in Islamic boarding schools, which means higher self-efficacy and school well-being students have, higher involvement of students in Islamic boarding schools. This research proves that to reduce numbers and hostile behavior that is detrimental to student achievement, the Islamic boarding school, and the academic community must improve student engagement by improving the welfare of students in Islamic boarding schools.

The acceptance of the three hypotheses in this study shows a significant correlation between the three variables, either jointly or partially, which shows the relationship between self-efficacy and school well-being with student engagement. In this way, Islamic boarding schools can develop unique programs to increase students' self-efficacy through interpersonal skills training, mentoring, or coaching programs to strengthen students' sense of ability and self-confidence. Islamic boarding schools also need to improve facilities and maintain a comfortable and conducive environment so that it does not affect the student's activity process. Apart from that, students also need to positively assess the conditions existing in Islamic boarding schools to carry out activities with good feelings and enthusiasm.

Not without the word inadequate, this research has limitations, which are recognized as being unable to generalize specific findings, including tending to focus on correlational relationships, so it is difficult to determine the causal effect on other factors that contribute outside the research. Apart from that, this research is felt to be less able to pay attention to the students' religion, including Cultural differences and the length of time they study in students make it difficult to identify differences in student engagement levels.

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