



The Effect of Self-Reflection on Self-Efficacy Behavior Among Students at the Anwarul Quran Islamic Boarding School in Palu

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Abstract

The purpose of this study is to determine the effect of self-reflection on self-efficacy behavior among students at the Anwarul Quran Islamic Boarding School in Palu City. This quantitative study is descriptive in nature, employing data collection techniques using research instruments, with statistical data analysis aimed at testing the established hypotheses. The results of this study indicate that self-reflection is positively and significantly correlated with self-efficacy. Based on the results of the Pearson Product-Moment correlation test using IBM SPSS Statistics 27, it can be concluded that self-reflection and self-efficacy have a positive and significant influence, with a correlation coefficient of 0.713. This indicates that the higher the level of self-reflection among the students, the higher their self-efficacy. Conversely, the lower the level of self-reflection among students, the lower their self-efficacy. The implications of this study are that students are advised to maintain high levels of self-reflection by connecting their feelings and experiences. Furthermore, they should harness positive emotions and eliminate negative emotions that hinder their behavior. Students with low self-reflection should practice self-control and strive to understand themselves through self-reflection so that their self-efficacy can have a positive impact in the future.

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INTRODUCTION

The ability to engage in self-reflection can bring positive changes to a person's life; this optimistic attitude is essential for individuals to overcome difficulties and achieve their future goals. People who regularly engage in self-reflection are less likely to give up easily and are better able to persevere in challenging academic situations (Faizah, 2020). Self-reflection is one of the most important aspects of lifelong learning. Through self-reflection activities, students can become aware of what they have accomplished and what remains to be done, enabling them to adjust or modify their future actions based on self-reflection (Gertrudi Tutpai, 2022).

Self-reflection also makes a positive contribution to professional behavior. Through self-

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reflection activities, students can identify learning experiences, evaluate their strengths and weaknesses, and foster an awareness of continuous self-development. At the Anwarul Quran Islamic Boarding School in Palu City, self-reflection activities are conducted in a structured manner once a month and are supervised by student mentors. These activities are integrated into Quran study sessions, where students not only delve into religious materials but are also given space to consult on issues related to their studies or personal lives. During this process, students are encouraged to share their experiences, feelings, and challenges, and then receive guidance and feedback from their mentors. This reflective process enables students to build a better understanding of themselves, which ultimately strengthens their self-efficacy in facing various academic demands and daily life challenges. Self-reflection is highly valuable as it fosters positive planning for the future, particularly regarding the students' very busy schedules, which further reinforces their self-efficacy. Students need to possess self-efficacy because having self-efficacy means they believe they are capable of facing any difficulty, viewing all existing problems as a process to achieve success, and remaining optimistic in overcoming every obstacle effectively to achieve their hopes and build a better future (Rahmawati, 2020). This study aims to measure the extent to which self-reflection influences self-efficacy behavior among students at the Anwarul Quran Islamic Boarding School in Palu City. Previous studies have examined similar topics, though they differed in their focus on self-reflection and self-efficacy, as well as in research design and subject matter. The following are some previous studies used as benchmarks.

The first study was conducted by Siti Nur Anisa (2023) titled "The Influence of Peer Relationships and Spiritual Quotient on Students' Self-Efficacy in Islamic Education (PAI) at SMKN 2 Sinjai." This study aimed to determine the influence of peer relationships, spiritual quotient, and the combined influence of both on students' self-efficacy. The results of the study indicate that social and spiritual factors contribute to the formation of students' self-efficacy. The second study was conducted by Vera Almira, Zwasta Pribadi Mahardika, and Endy Muhammad Aatiwara (2023) under the title "The Relationship Between Self-Reflection and Empathy Among Medical Students at Yarsi University and Its Review from an Islamic Perspective." This study focuses on the relationship between self-reflection and empathy, showing that self-reflection plays a role in the development of an individual's affective aspects. Furthermore, the third study by Dewi Kamila (2020), titled "The Relationship Between Hardiness and Self-Efficacy Among Quran Memorizers," aimed to examine the relationship between hardiness and self-efficacy, revealing that personal resilience is linked to an individual's self-confidence in facing challenges. However, these three studies have not specifically examined the influence of self-reflection on self-efficacy, particularly within the context of students in Islamic boarding schools. Previous research has primarily focused on external factors such as peer relationships, spiritual aspects, and personality traits like hardiness, or has linked self-reflection to other variables such as empathy. Therefore, the uniqueness of this study lies in the integration of self-reflection as an internal factor that has the potential to influence students' self-efficacy—an aspect that has yet to be directly studied.

Furthermore, this study is important and urgent given that santri, as individuals in a religious-based educational environment, possess unique psychological dynamics; thus, an understanding of the role of self-reflection in enhancing self-efficacy is expected to provide both

theoretical and practical contributions, particularly in the development of educational interventions and guidance within the pesantren environment.

RESEARCH METHODOLOGY

Quantitative research is defined as a research method grounded in positivism, used to study a specific population or sample, involving data collection through research instruments, and statistical data analysis aimed at testing established hypotheses (Sugiyono, 2014). The research design is a quantitative descriptive study, which describes, investigates, and explains the subject of study as it is, and draws conclusions from observable phenomena using numerical data (Listiani, 2017). The population consists of all objects and subjects within a specific area, time frame, and set of characteristics. Consequently, in research, a selection of respondents or data sources is often made that is not overly large but sufficiently representative of the population. The sample studied in this research comprises 60 participants selected from a portion of the population.

This study employed data collection techniques involving the creation of a questionnaire, scoring, distribution, and collection of the questionnaires. The data analysis techniques included validity testing, reliability testing, normality testing, simple linear regression analysis, and correlation analysis.

DISCUSSION

Research Results

1. Validity Test

The validity of each questionnaire item was tested using SPSS with the Product-Moment Correlation technique, comparing the score of each item with the total score (the sum of all questionnaire scores).

The instrument is considered valid if the correlation value (person correlation) is positive and the correlation probability value [sig. (2-tailed)] is less than the significance level (α) of 0.05.

Table 1. Results of the Self-Reflection Validity Test (X)

Aspect	No. Item	R Table	R Count	Description
Managing Feelings	1	0,254	0,596	Valid
	2	0,254	0,410	Valid
	3	0,254	0,441	Valid
	4	0,254	0,546	Valid
	5	0,254	0,339	Valid
	6	0,254	0,564	Valid
Reliving Experiences	7	0,254	0,702	Valid
	8	0,254	0,521	Valid
	9	0,254	0,608	Valid
	10	0,254	0,555	Valid
	11	0,254	0,706	Valid

Evaluating Experiences	12	0,254	0,697	Valid
	13	0,254	0,555	Valid
	14	0,254	0,630	Valid
	15	0,254	0,261	Valid
	16	0,254	0,262	Valid
	17	0,254	0,348	Valid
	18	0,254	0,320	Valid

Based on Table 4.2 above, after conducting a validity test on the self-reflection scale using the Product Moment technique on 60 respondents, it was found that all 18 test items were valid, and there were no invalid items. Valid means that the instrument can be used to measure what it is intended to measure. Therefore, the items on the self-reflection scale can be used for further research.

Table 2. Results of the Self-Efficacy (Y) Validity Test

Aspect	No. Item	R Table	R Count	Description
<i>Level</i>	1	0,254	0,454	Valid
	2	0,254	0,493	Valid
	3	0,254	0,511	Valid
	4	0,254	0,557	Valid
	5	0,254	0,584	Valid
	6	0,254	0,637	Valid
	7	0,254	0,627	Valid
	8	0,254	0,484	Valid
	9	0,254	0,592	Valid
<i>Strenght</i>	10	0,254	0,546	Valid
	11	0,254	0,545	Valid
<i>Generality</i>	12	0,254	0,473	Valid
	13	0,254	0,398	Valid
	14	0,254	0,610	Valid
	15	0,254	0,575	Valid
	16	0,254	0,690	Valid
	17	0,254	0,516	Valid
	18	0,254	0,407	Valid

Based on Table 4.3 above, after conducting a validity test on the self-efficacy scale consisting of 18 test items, it was found that all 18 items were valid, and there were no invalid items. Valid means that the instrument can be used to measure what it is intended to measure. Meanwhile, invalid items were discarded by the researcher, so the number of items available for further research is equal to the number of items in the self-efficacy scale.

2. Reliability Test

After the instrument in this study was declared valid, a reliability test was then conducted. An instrument is considered reliable if the responses to the questionnaire are consistent or stable over time. The reliability of a research instrument is considered acceptable if it has a Cronbach's Alpha coefficient greater than 0.6

Table 3. Reliability Test

Variabel	Aitems	Alpha Cronbath
<i>Self-Efficacy</i>	18	0.826
Self Reflection	18	0.856

Table 4.4 shows that the reliability test results for self-reflection yielded a Cronbach's Alpha value greater than 0.6, while the reliability test results for self-efficacy yielded a Cronbach's Alpha value greater than 0.6. The results show that the Cronbach's Alpha value for the self-reflection variable is 0.826, while the Cronbach's Alpha value for the self-efficacy variable is 0.856. It can therefore be concluded that the self-reflection and self-efficacy variables are reliable. This means that the responses to the questionnaire are consistent or stable over time if administered to other respondents not included in this study.

3. Normality Test

A normality test was conducted to determine whether the data distribution is normal or not. The normality test was performed using the Kolmogorov-Smirnov test. Data is considered normal if the significance level (p) is greater than 0.05. The results of the Kolmogorov-Smirnov analysis are presented in the following table:

Table 4 Results of the Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual
N		60
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.59987540
Most Extreme Differences	Absolute	.097
	Positive	.085
	Negative	-.097
Test Statistic		.097
Asymp. Sig. (2-tailed) ^c		.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.	.171
	99% Confidence Interval	Lower Bound
		Upper Bound
		.161
		.180

Based on the results of the Kolmogorov-Smirnov statistical test in Table 4.5 above, it can be seen that the data distributions for the self-reflection and self-efficacy variables are normally distributed. This is evident from the Kolmogorov-Smirnov test value of 0.200. Since the significance level is greater than 0.05, the data are considered to be normally distributed. Data

that is normally distributed means data that has a normal distribution, with a profile that can be said to represent the population.

4. Simple Linear Regression Test

This study used a simple linear regression test to test the hypotheses. Based on the data analysis results using SPSS Statistics 27 for Windows, the results of the simple regression test are as follows:

Table 5. Results of the Simple Linear Regression Test
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.340	6.145		2.496	.015
	REFLEKSI DIRI	.759	.098	.713	7.746	.000

a. Dependent Variable: SELF-EFFICACY

Based on the table above, the significance value for the self-reflection variable is 0.000, which is < 0.05 , meaning that the self-reflection variable has a significant effect on the self-efficacy variable. Table 4.6 also shows that the coefficient of self-reflection on self-efficacy is 0.713.

5. Correlation Test

The correlation test conducted in this study aimed to determine the strength and direction of the relationship between the independent variable, self-reflection, and the dependent variable, self-efficacy, among students at the Anwarul Quran Islamic Boarding School in Palu City. The analysis was performed using the Pearson Product-Moment correlation technique with IBM SPSS Statistics 27 for Windows, as follows:

Table 6. Results of the Pearson Product-Moment Correlation Test

Variabel	N	Pearson Correlation	Sig. (2-tailed)
Self Reflection	60	0.713	0.000
<i>Self-Efficacy</i>	60	0.713	0.000

Based on Table 4.7, it can be seen that self-reflection is indicated by a calculated R value of $0.713 > \text{table R value of } 0.254$ and has a significance value (Sig.) (2-tailed) of 0.000 in the correlation table at a significance level of 0.05, meaning that $0.000 < 0.05$. This indicates that self-reflection is significantly associated with self-efficacy. The magnitude of this relationship is 0.713, or 71.3%. Furthermore, a positive correlation coefficient indicates that the direction of the relationship between the self-reflection variable and the self-efficacy variable is positive or in the same direction. In this case, it can be observed that the correlation among the students is very strong: the higher the level of self-reflection experienced by the students, the higher their self-

efficacy. Conversely, the lower the level of self-reflection experienced by the students, the lower their self-efficacy. As for the results of the aspect-specific correlation test to determine whether there is an influence between the self-reflection aspect and self-efficacy, we can see them in the following table:

Table 7. Results of the Aspect-Specific Correlation Test Analysis

Variabel	<i>Self-efficacy Aspect</i>	<i>Pearson Correlation</i>	Sig. 2-tailed
Self Refelction	Task Difficulty Level	0.649	< 0.001
	Task Strength Level	0.533	< 0.001
	Task Scope Level	0.607	< 0.001

Based on the results of the correlation test for each aspect of self-reflection, it can be seen that the first aspect of self-efficacy—task difficulty level—has a Pearson correlation coefficient of 0.649, indicating a significant relationship with self-efficacy since the value exceeds 0.05. The second aspect is strength, with a Pearson correlation coefficient of 0.533, indicating a significant relationship with self-efficacy since the value exceeds 0.05. The third aspect is the generality of the task, with a Pearson correlation coefficient of 0.607, indicating a significant relationship with self-efficacy since the value exceeds 0.05.

DISCUSSION

The purpose of this study was to determine whether there is an influence between self-reflection and self-efficacy among students at the Anwarul Quran Islamic Boarding School. Self-reflection is an individual's process of revisiting experiences, reflecting on them, and evaluating them for future improvement (Boud, Keogh, & Walker, 2005; Sandars, 2009). Through self-reflection, students are trained to understand their experiences and interpret them as part of the self-development process. This process enables students to recognize their limitations while fostering lifelong learning. Thus, self-reflection is closely linked to the development of self-efficacy because it helps individuals build confidence in their abilities through the experiences they have reflected upon (Rahman, 2014).

The level of self-efficacy possessed by students will assist them in various aspects, both academic and social. Students with high self-efficacy tend to be more active in activities, have confidence in completing tasks, and are able to achieve better results (Pajares & Schunk, 2020; Oktariani, n.d.). This aligns with findings that self-efficacy plays a role in enhancing students' engagement in learning within the boarding school environment (Fadhillah & Rusmawati, 2022). Furthermore, high self-confidence also helps students cope with various demands within the boarding school environment as well as at school and university.

However, life in dormitories or boarding schools also presents its own challenges. Research indicates that students or individuals living in dormitory settings may experience pressure and stress if they lack the readiness to handle existing demands (Kamila, 2020). A

packed schedule and limited rest time can affect students' engagement in the learning process. Therefore, internal skills such as self-reflection and self-regulation are necessary to help students adapt optimally. Good self-regulation skills enable individuals to plan, direct, and achieve desired goals effectively (Lestari, 2023). The results of this study indicate that self-reflection influences self-efficacy, meaning that the better a student's self-reflection skills, the higher their self-efficacy. This finding aligns with research showing that internal factors such as spiritual and psychological aspects contribute to the development of self-efficacy (Nur, 2023). Furthermore, self-efficacy theory explains that an individual's belief in their own abilities does not arise spontaneously but is shaped through experience, social interaction, and ongoing cognitive processes (Bandura, 2023; Caprara & Scabini, 2006).

Thus, the alternative hypothesis (H_a), which states that there is an influence between self-reflection and self-efficacy among students at the Anwarul Quran Islamic Boarding School, is accepted, while the null hypothesis (H_0) is rejected. These findings confirm that self-reflection is a key factor in enhancing students' self-confidence when facing various academic demands and daily life challenges within the boarding school environment.

CONCLUSION

Based on the research findings, it can be concluded that self-reflection and self-efficacy have a positive and significant influence, with a correlation coefficient of 0.713. This indicates that the higher the level of self-reflection among students, the higher their self-efficacy. Conversely, the lower the level of self-reflection among students, the lower their self-efficacy.

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