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THE VALUE OF ATTRIBUTION TO STRENGTHEN SELF-EFFICACY AND SELF-REGULATION OF ISLAMIC BOARDING SCHOOL STUDENTS

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Abstract

Today, the education system in Islamic boarding schools has been transformed compared to when it was first established. Previously, students only studied religious sciences and did not study general sciences. These changes encourage management in the Islamic boarding school environment to be somewhat different so that it impacts the comfort of students which in turn will determine the students' academic achievement. The success of an educational process is characterized by the achievement of students in the academic field and the ability of students to regulate themselves well. Moreover, Islamic boarding schools' education and parenting systems have this achievement target. The problem is what needs to be investigated better. This study aims to test Attribution variables that strengthen Self-Efficacy and Self-Regulation. These three variables will affect academic achievement and other factors behind it. The study sample comprised 108 Class IX junior high school (SMP) students. The results showed that the attribution variable had an effect on increasing self-efficacy, and the variable on self-efficacy had an impact on improving self-regulation

Keywords *: Attribution; Self-efficacy; Self-regulation; Academic Achievement; Islamic Boarding School*

INTRODUCTION

Today's Islamic boarding school is different from the Islamic boarding school of yore when it was first established, the Islamic boarding school was only to explore religious knowledge (Islam) and did not teach general sciences. Recently, Islamic boarding schools have transformed into educational institutions such as schools by teaching general knowledge in addition to religious knowledge (Marzuki et al., 2020). In the Islamic boarding school

environment, students are taught religious sciences such as creed, morals, mantiq, fiqh, nahwu, and Islamic history based on the Qur'an and Sunnah. Meanwhile, for general sciences, Islamic boarding schools collaborate with schools in the neighborhood and outside the Islamic boarding school according to the interests and choices of students.

The success of students in learning is marked by the increase in academic achievement of students from time to time while in the Islamic Boarding School. Increasing the academic achievement of students provides a positive image for the education system in Islamic boarding schools and schools where students study. According to Boateng et al. (2022) that increasing student academic achievement is a manifestation of an effective learning process. Academic achievement is largely determined by the main factors, namely self-efficacy, and self-regulation of students. In view Hamann et al. (2021) that self-efficacy contributes to a person's academic achievement. Meanwhile, self-regulation is also largely determined by the self-efficacy of students.

When examined more deeply, the fundamental thing about the emergence of self-efficacy and self-regulation in a person is attribution (Bandura, 1991). One of the results of the study proved that attribution and self-efficacy had a positive impact on students in achieving higher scores (Hamann et al., 2020). Other previous research has also shown that attribution can change learning outcomes for the better (Sukariyah & Assaad, 2015). In their research, Sukariyah & Assaad concluded that as a result of the process of repeating exercises, student attribution will have a positive effect on academic achievement. Meanwhile, research from Ajisuksmo (2023) prove the influence of self-regulation factors on students' academic achievements. While on the results of research by Zul (2021) informs of the significant effect of self-efficacy on self-regulation. The meaning of the series of causality relationships can be said that the fundamental determinant is the existence of attributions that arise in students that will affect the next factor to determine the academic achievement of the student.

When comparing with the three studies above, each of the three conducts evidence separately. For example, proving the relationship of attribution to learning achievement/outcomes, or proving the relationship of self-regulation to learning outcomes, and proving the effect of self-efficacy on self-regulation.

Before conducting the main study, researchers conducted a preliminary study in which data on students were obtained who had 25% attribution, had 33% self-efficacy, and determined self-regulation by 42%. The data shows that the attribution value of students can increase self-efficacy and grow self-regulation abilities. Such is the relationship between attribution, self-efficacy, and self-regulation (Jain et al., 2007) It should be a concern for every student and caregiver in the Islamic boarding school environment and teachers in the school. Pachón-Basallo et al.(2022) affirming that the low ability of self-regulation is influenced by how much self-efficacy of students, and self-efficacy is the result of the formation of student attribution factors. These three variables are interconnected and do not stand alone.

In order for the learning process to improve academic achievement, it is necessary to pay attention to environmental factors (Li et al., 2019) where the students live. The environment where students live is an Islamic boarding school which is also the main place of learning. According to Landrum (2020) that Islamic boarding schools are thick with traditions that are characteristic in the pattern of learning and nurturing for students during study. The tradition that is built in Islamic boarding schools cannot be separated from the existence of a charismatic figure called Kyai (Anam et al., 2019).

Within this framework, this study aims to reveal how far the influence of attribution value relationship on self-efficacy and self-regulation in Islamic boarding school students studying in formal educational institutions. This research is important considering the position and central role of educational institutions such as Islamic boarding schools and public schools in preparing a strong young generation for the nation's successor. This research is useful for managers of Islamic boarding schools and public schools to improve the quality of learning. In addition, through this research it will be known how effective learning in schools and Islamic boarding schools is organized (Callo & Yazon, 2020).

METHODS

This study used a quantitative approach where data acquisition was carried out through questionnaires. The study was conducted for 3-4 months between September and December 2023. Therefore, field data collection is carried out visits (field observations) to schools and Islamic boarding schools by meeting respondents and providing questionnaire sheets to be filled in according to the conditions of each respondent. As stated by Huang,

dkk (2023) where a study to be objective requires a visit from the researcher to meet with respondents in the field.

The determination of sampling of 108 respondents was determined proportionally by sampling from a population of 147 students of the Tebuireng Jombang Islamic Boarding School who were at the Junior High School Class IX education level.

Data analysis techniques using IBM-SPSS ver.25 by conducting (1) validity and reliability tests of the instruments used in this study; (2) a series of classical assumption tests consisting of normality tests, multicollinearity tests, heteroscedasticity tests, and autocorrelation tests; and (3) partial t-test with multiple linear regression method (Bruso et al., 2020).

RESULTS

From the results of field data collection, which was then carried out data analysis using the IBM_SPSS application version 25.0, findings were obtained which will be discussed in the following description.

The following results and findings are presented based on this study's objectives and data analysis.

Validity and Reliability Test

The following results and conclusions were based on these objectives and data analysis results.

Table 1. Attribution Variable Validity-Reliability Test Results

Questions	r Count	Cronbach Alpha Values	Conclusion
X_1.1	0.517	0.879	Valid
X_1.2	0.629	0.873	Valid
X_1.3	0.524	0.878	Valid
X_1.4	0.465	0.881	Valid
X_1.5	0.606	0.875	Valid
X_1.6	0.638	0.873	Valid
X_1.7	0.314	0.889	Valid
X_1.8	0.501	0.879	Valid
X_1.9	0.524	0.878	Valid

$X_1$10	0.524	0.879	Valid
X_1.11	0.611	0.876	Valid
X_1.12	0.544	0.877	Valid
X_1.13	0.609	0.874	Valid
X_1.14	0.604	0.875	Valid
X_1.15	0.506	0.879	Valid
X_1.16	0.524	0.878	Valid

Source: IBM-SPSS v.25 data analysis results (processed)

Table 1 shows that all Attribution variable question items are above 0.30, which means they are valid. The test of the Self-efficacy variable is conducted in Table 2.

Table 2. Self-efficacy variable validity-reality test results

Questions	r Count	Cronbach Alpha Values	Conclusion
X_2.1	0.681	0.960	Valid
X_2.2	0.606	0.961	Valid
X_2.3	0.721	0.960	Valid
X_2.4	0.821	0.958	Valid
X_2.5	0.890	0.957	Valid
X_2.6	0.772	0.959	Valid
X_2.7	0.868	0.958	Valid
X_2.8	0.660	0.960	Valid
X_2.9	0.879	0.958	Valid
X_2.10	0.810	0.959	Valid
X_2.11	0.798	0.959	Valid
X_2.12	0.699	0.960	Valid
X_2.13	0.767	0.959	Valid
X_2.14	0.413	0.963	Valid
X_2.15	0.781	0.959	Valid
X_2.16	0.894	0.957	Valid
X_2.17	0.608	0.961	Valid
X_2.18	0.652	0.961	Valid
X_2.19	0,675	0.960	Valid
X_2.20	0.601	0.961	Valid

Source: IBM-SPSS v.25 data analysis results (processed)

Table 2 shows that all items of the Self-efficacy variable question are above 0.30, which means they are valid. As for tests on Self-regulation, variables can be seen in Table 3.

Table 3. Self-regulation Variable Validity-Reality Test Results

Questions	r Count	Cronbach Alpha Values	Conclusion
Y_1	0.516	0.959	Valid
Y_2	0.651	0.958	Valid
Y_3	0.673	0.957	Valid
Y_4	0.765	0.956	Valid
Y_5	0.567	0.959	Valid
Y_6	0.547	0.959	Valid
Y_7	0.744	0.957	Valid
Y_8	0.744	0.957	Valid
Y_9	0.522	0.959	Valid
Y_{10}	0.611	0.958	Valid
Y_{11}	0.768	0.956	Valid
Y_{12}	0.785	0.956	Valid
Y_{13}	0.787	0.956	Valid
Y_{14}	0.640	0.958	Valid
Y_{15}	0.786	0.956	Valid
Y_{16}	0.747	0.957	Valid
Y_{17}	0.866	0.955	Valid
Y_{18}	0.758	0.956	Valid
Y_{19}	0.527	0.960	Valid
Y_{20}	0.799	0.956	Valid
Y_{21}	0.813	0.956	Valid
Y_{22}	0.527	0.960	Valid
Y_{23}	0.813	0.956	Valid

Source: IBM-SPSS v.25 data analysis results (processed)

Table 3 shows that all Self-regulation variable question items are above 0.30, which means they are valid.

Classical Assumption Test

The next step, which is still related to testing the data before multiple regression analysis, is as follows.

1. Normality Test

The results of the Normality Test are obtained in Table 4 using the Kosmogorov-Smirnov Test (Sample K-S) as follows.

Table 4. Normality Test Results (round 1)

		Attribution	Self-efficacy	Self-regulation
N		108	108	108
Normal Parameters	Mean	44.01	64.21	75.11
	Std. Deviation	4.266	5.672	7.902
The Most Extreme Differences	Absolute	0.101	0.078	0.073
	Positive	0.084	0.052	0.050
	Negative	-0.101	-0.078	-0.073
Test Statistic		0.101	0.078	0.073
Asymp. Sig. (2-tailed)		0.009[c]	**0.115**[c]	**0.200**[c,d]

a. Test distribution is **Normal**.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: The Output of results of IBM-SPSS v.25 data analysis (worked)

Based on Table 4, the Significant value of Self-efficacy is 0.115 (>0.05), and Self-regulation is 0.200 (>0.05), which means the data is distributed normally. Meanwhile, Attribution variable is 0.009 (< 0.05), meaning the data is not normally distributed. Furthermore, for the data to be analyzed, the Attribution variable data is transformed, resulting in the following Figure 1.

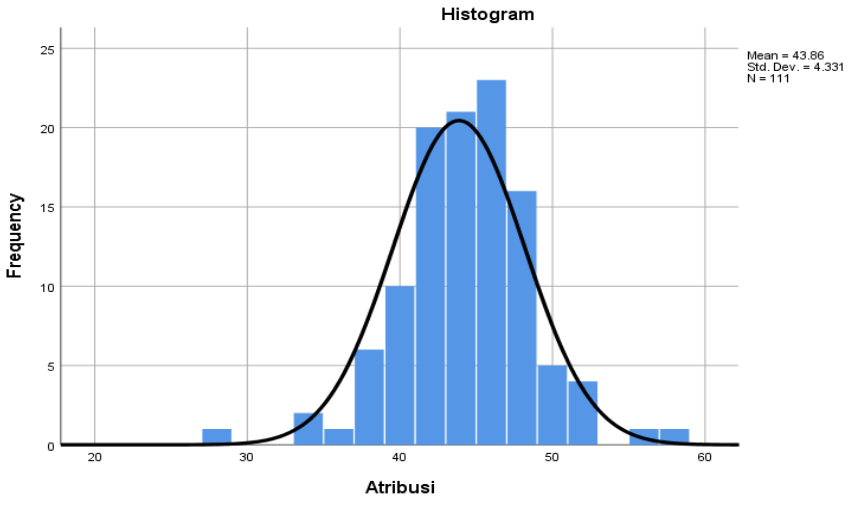

Figure 1. Diagram of Scatterplot

From the histogram image above, the curve appears more inclined to the right, classified as moderate negative skewness. Hence, the data transformation used is SQRT(k-x), where k is

the highest value of the Attribution variable, 77. Further by using IBM-SPSS obtained with steps:

a. perform residual data between Attribution (X1) to Self-regulation (Y),
b. create a new Attribution value (X3) by processing residual data 1 (the result of Step 1),
c. residue data between the new Attribution value (X3) and Self-regulation (Y), and
d. perform a data normality test, which is produced in Figure 1 below.

Table 5. Attribution normality test (round 2)

		Unstandardized Residual
N		108
Normal Parameters[b]	Mean	0,0000000
	Std. Deviation	7.34826092
Most Extreme Differences	Absolute	0.058
	Positive	0.046
	Negative	-0.058
Test Statistic		0.058
Asymp. Sig. (2-tailed)		**0.200**[c,d]

a. Test distribution is **Normal**.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: The Output of results of IBM-SPSS v.25 data analysis (worked)

From the Asym Sig (2-tailed) value of the Attribution variable of 0.02 (> 0.05), which means the data is distributed normally.

2. Multicollinearity Test

Multicollinearity symptoms in the data will not occur if the Tolerance value is more than 0.100 and the VIF value is less than 10.00 (Newcomer et al., 2020). The SPSS calculation output shows Tolerance and VIF values in Table 6 below.

Table 6. Multicollinearity Test Results

		Unstandardized coefficients		**Standard Coefficient**	**t**	**Sig.**	**Collinearity Statistics**	
	Model	**B**	**Std. Error**	**ß (Beta)**			**Tolerance**	**VIF**
1	(Constants)	18.715	7.985		20.344	0.021		
	Attribution	0.109	0.158	0.059	0.690	0.492	0.836	1.196
	Self-efficacy	0.804	0.119	0.577	60.777	0.000	0.836	1.196

a. Variabel Terikat: Self-regulation

Source: The Output of results of IBM-SPSS v.25 data analysis (worked)

The Tolerance value for the variables Attribution and Self-efficacy has the same value, which is 0.836 (>0.100), and the same VIF value, 1.196 (<10.00), so it can be said that there are **no symptoms of multicollinearity** between variables.

3. Heteroscedasticity Test

For heteroscedasticity testing, the Glejser Test is intended to determine whether all observations have a variance inequality of residuals.

Table 7. Heteroscedasticity Test Results

Model		Unstandardized coefficients		Standard Coefficient	t	Sig.
		B	**Std. Error**	**ß (Beta)**		
1	(Constants)	14.712	5.986		2.458	0.016
	Attribution	-0.196	0.118	-0.174	-1.659	**0.100**
	Self-efficacy	-0.004	0.089	-0.005	-0.047	**0.962**

a. Dependent Variable: ABS_Res

Source: The Output of results of IBM-SPSS v.25 data analysis (worked)

The Sig value between the independent variable and the absolute residual determines the decision-making on whether heteroscedasticity symptoms occur. If the Sig value > 0.05, then no symptoms of heteroscedasticity occur. In the table above, the Sig value is 0.100 (>0.05), and the Self-efficacy variable is 0.962 (>0.05), which means there is no heteroscedasticity.

4. Autocorrelation Test

Using the Durbin-Watson method, Harris (2019) states that there is no autocorrelation symptom if the Durbin-Watson value is between du and 4-du.

Table 8. Autocorrelation Test Results

Model	R	R Square	R Square Value Adjustment	Estimate Std. Error	Durbin-Watson
1	0.603[a]	0.364	0.352	6.363	2.066

a. Predictors: (Constant), Self-efficacy, Attribution
b. Dependent Variable: Self-regulation

Source: The Output of results of IBM-SPSS v.25 data analysis (worked)

Based on the SPSS analysis output table, a Durbin-Watson value of 2.066 was obtained. Next, find the value of du by using the Durbin-Watson table where k (independent variable) = 2; N (number of respondents) = 108 with a significance value of 5%, which is 1.7175, and the importance of [4 – du] = (4 – 1.7175 = 2.2825. So, the Durbin-Watson value is between the values of 1.7175 and 2.2825, so there is **no autocorrelation**.

Partial t-Test (Multiple Linear Regression)

Decision-making is based on Significant value; if the Sig value < 0.05, then the independent variable (X) affects the independent variable (Y). Here are the results of the partial t-test.

Table 9. Partial t-Test Results (Correlation)

		ABS_Res	**Attribution**	**Self-efficacy**
Pearson Correlation	ABS_Res	1.000	-0.176	-0.076
	Attribution	-0.176	1.000	0.405
	Self-efficacy	-0.076	0.405	1.000
Sig. (1-tailed)	ABS_Res	.	**0.034**	**0.219**
	Attribution	0.034	.	0.000
	Self-efficacy	0.219	0.000	.
N	ABS_Res	108	108	108
	Attribution	108	108	108
	Self-efficacy	108	108	108

Source: The Output of results of IBM-SPSS v.25 data analysis (worked)

From the table above, it can be concluded that (1) the Atibusi variable has a Sig value of 0.034 (< 0.05), which means it has a significant effect on Self-regulation, and (2) the Self-efficacy variable has a Sig value of 0.219 (>0.05) means it has no significant effect on Self-regulation.

Description of each Factor

From the results of the questionnaire distributed to the respondent students, the following data description was obtained.

Table 10. Questionnaire Results

FACTOR	**ELEMENT**	**SUM**	**% SUM**
ATTRIBUTION	Ability	1139	23.96%
	Effort	1216	25.58%
	Lucky	1088	**22.89%**

	Task Difficulty	1310	**27.56%**
	Average	1188,25	25.00%
SELF-EFFICACY	Choice behavior	1340	**19.32%**
	Efforts-issued	1350	19.47%
	Emotional Responses	1382	19.93%
	Perseverance	1355	19.54%
	Thought Patterns	1508	**21.74%**
	Average	1387	20.00%
SELF-REGULATION	Phases of Thought	3117	**38.42%**
	Monitoring Phase	2042	25.17%
	Control Phase	1457	**17.96%**
	Reaction & Reflection Phase	1496	18.44%
	Average	2028	25.00%

Source: Field Data Recapitulation (processed)

DISCUSSION

Relationship of Attribution, Self-efficacy, and Self-regulation

Research findings mention that Attribution significantly affects students' Self-efficacy. While Self-efficacy does not affect Self-regulation, it can be explained that, *first*, students realize their success is a complex effort and ability obtained from their environment. Related to that, Kazantseva et al (2023) argue that more potent internal Attribution factors will determine Self-efficacy. In contrast, external factors such as luck and difficulty of tasks are low.

Second, the findings where the Self-efficacy variable does not affect Self-regulation are due to the low choice of student behaviour, which is determined by the attitude of the coaches and Kyai as a role model for the students. So, in the selection of conduct, students are relatively careful and do not want to be careless. Indirectly, what the students do can be said to be a success in the role of Kyai, but on the other hand, students have almost no choice but to follow the rules instructions to the coach, and obedience to Kyai (Habsi, 2022).

This study measured student Attribution on ability, effort, task difficulty, and luck. Of the four attribution factors, the difficulty factor has the highest value at 27.56%, and the lowest is the luck factor at 22.89%. Both of these factors are external factors, which means that students tend to assume that difficulties in doing tasks can be overcome by students and believe that there is no luck factor that students receive if they succeed in learning.

The provision of this Attribution value that determines the highest measurable Self-efficacy of students is the mindset of students (21.74%) and the lowest in student behaviour choices (19.32%). Santri, who lives in an Islamic boarding school environment, formed a mindset because of the learning process organized by the Islamic boarding school. Meanwhile, the choice of student behaviour seems low because of the influence of the coach accompanying them in their daily lives.

In Self-regulation, students appear to be the highest in the thinking phase (38.42%) and the lowest in the reaction and reflection phase by 17.96%. It is indicated that the regulation of student thinking is quite good compared to other steps.

Many studies have proven an influential relationship between the Attribution of Self-efficacy and Self-regulation (Shneor & Munim, 2019). In adults, Attribution, Self-efficacy, and Self-regulation are shown variously and differently. It aligns with Poczwardowski (2019), who states that age and learning experiences make that difference.

Public School Social Environment

Public schools that serve students to learn general sciences still have an attachment to Kyai, the caregiver of the Islamic boarding school (Sumpena et al., 2022). That maintains the cultural and emotional connection between Islamic boarding school caregivers and administrators. Curriculum differences between public schools and Islamic boarding schools (Amirudin & Rohimah, 2020) do not make these two educational institutions intersect. By focusing on the provisions students will bring after graduation, harmony is created in the learning process.

However, the difference in pressure points in learning outcomes is challenging for students. Especially if the school or Islamic boarding school is not enough to give students the flexibility to develop their potential, student achievement will also not be optimal. Thus, intense communication between elements of the Islamic boarding school and teachers in

schools is needed. In harmony with that, Putra et al. (2021) state that a conducive learning climate will give optimal results to anyone who studies in the environment.

In the context of this study, where students attend junior high school with the national curriculum, differences are felt in emphasizing learning outcomes (Law et al., 2023). Students tend to have a bit of difficulty doing most of the schoolwork in school. Meanwhile, the dense activities in Islamic boarding schools make students look less enthusiastic when at school. One of the students stated that the reason was because he was sleepy. After all, he often slept late.

Public schools where boarding school students study also accept students not from Islamic boarding schools that carry different cultures. In that regard, Nasution et al. (2021)state that the challenge for students is a social interaction that will influence each other's mindset and behavioural choices. From these interactions, students have been exposed to students from outside the Islamic boarding school. As a result, students will bring outside cultures unsuitable to the Islamic boarding school environment.

For this reason, it is necessary to have intense communication between Islamic boarding schools and schools so that negative culture from outside cannot affect their environment. Making environmental alignment of the two institutions is essential to strengthening each other so that educational goals achieve results as expected (Steed & Gair, 2020) .

The Role of the Islamic Boarding School Environment

Islamic boarding schools are not only a place to live for students studying in formal institutions such as schools and colleges. It is an educational institution that teaches religious education and organizes large-scale and small-scale activities while nurturing the students who live in it (Farid & Lamb, 2020). With these roles and functions, the cottage has

The Islamic boarding school environment has traditions and charismatic figures that are respected. In view of Marzuki et al.(2020), the figure is attributed to the lodge leader, the coach/caregiver called Kyai, and the teacher with the title Ustadz for male teachers and Ustadzah for female teachers. Kyai is one element that determines and forms a suitable environment for all cottage residents, including the students living there (Lopes Cardozo &

Srimulyani, 2021). Therefore, Putra et al. (2021) recommend that Islamic boarding school managers prioritize forming a comfortable environment for students to live and study.

A conducive environment will form Attribution, Self-efficacy, and high Self-regulation due to rules/traditions and the role of charismatic figures who lead an entity (Saimima & Dhuhani, 2021). The strength of the charismatic figures accompanying students will contribute to the growth of students' Self-efficacy.

Conversely, school students (not students) who live at home with their parents do not necessarily have traditions and conditions that trigger students to have attributions that underlie Self-efficacy and Self-regulation, as in Islamic boarding schools. The state of students who live with parents will be primarily determined by how the parenting pattern (Capron Puozzo & Audrin, 2021) is applied in the house, which will evaluate Self-efficacy and Self-regulation. However, the ability of Self-regulation and perceived Self-efficacy are very different.

CONCLUSION

From the description above, the following conclusions that (1) the Attribution variables had a significant effect on Self-efficacy variables, and Self-efficacy variables had no effect on Self-regulation, (2) Islamic boarding schools and schools that are fostered in cooperation will form a conducive environment for students to have Attribution that can improve Self-efficacy and Self-regulation, and (3) student academic achievement is the result of the relationship between Attribution values to increased Self-efficacy which affects students' Self-regulation ability.

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