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The Effect of Social Supports on Self-Efficacy among Female Students at Islamic Universities

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ABSTRACT

Female students face additional stress and difficulties in adjusting to higher education which negatively impacts academic performance. Due to the dual roles, academic requirements and housekeeping activities, that are played by female students, social support is needed in forming self-efficacy in female students to achieve learning goals. This study aimed to examine the relationship between family support, friend supports, and support from significant others among female students at Islamic universities. In this research, a quantitative method was used with 286 Islamic female students as the subjects, selected using non-probability sampling technique. In this study, the researchers used conformational factor analysis (CFA) using Lisrel 8.8 to test the validity of the measuring instrument. To analyze descriptive statistics, SPSS 23 software was used. The result of this research was that there was a significant and positive influence between social support on self-efficacy of female students of 0.109 or 10.9 %, while the remaining 80.1 % was influenced by other variables outside the research. Based on the analysis of the influence of each independent variable on the dependent variable in this research, there were two dimensions whose regression coefficient values were significant, namely the dimension of family support and significant other and dimension of social support that was not significant, namely the dimension of friend supports.

INTRODUCTION

Based on the results of the report, female students have lower self-efficacy than male students. Female students face additional stress and adjustment difficulties in the transition to higher education that negatively impact their academic performance. Low self-efficacy views challenges as the main obstacle and further evidence of their lack of competence in learning (Kalender et al., 2020). In research that has been conducted, it was found that female students were stated to feel less effective in learning than male students, regardless of the type of learning (Graves et al., 2021; Namaziandost & Çakmak, 2020).

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According to Wasif et al., (2020) there are gender differences in relation to self-efficacy. Female are judged based on gender stereotypes so that successful female are judged negatively, while successful men are judged positively (Hartman & Barber, 2020). This evaluation has an impact on the student's level of self-confidence. The roles of male and female students are different. Female students must carry out multidimensional tasks, namely helping clean the house, organizing and carrying out their dual roles as female and students. Female students feel pessimistic about achieving their learning goals due to lack of focus and divided time (Akbari & Sahibzada, 2020; Maican & Cocoradă, 2021; Downing et al., 2020).

If female students do not have self-confidence, this will greatly affect their self-confidence in completing coursework. Students who realize that having a positive attitude towards their learning in class can inspire them to do more in their studies (Namaziandost & Çakmak, 2020; Waseem & Asim, 2020). On the other hand, students who have pessimistic behavior will experience more difficulty in facing challenges and as a result learning will be more difficult (Warshawski, 2022).

In situations like this, female students are in a double bind as they have to balance their academic commitments with the upcoming responsibility of helping with household matters. For women who have high career aspirations, their efforts to achieve higher positions often encounter obstacles. According to Wasif et al. (2020), women need social support more than men. Sometimes they tend to ignore career advancement and accept sacrifices in their careers to achieve a better work-family balance.

Self-efficacy is an aspect of student motivation that has been shown to play an important role in student engagement, participation, and retention in academic careers (Kalender et al., 2020). According to Waddington (2023), self-efficacy is a construct that focuses on an individual's evaluation of their capacity to do something successfully in a particular situation. Self-efficacy comes from a person's interpretation of their performance or mastery experiences. Self-efficacy is a cognitive representation of an individual's beliefs about his or her ability to perform a particular task. Self-efficacy is task-specific and is not conceptualized as a global personality characteristic (Hendrickson & Hendrickson, 2019).

Based on the background above, self-efficacy is important for female students and has a positive relationship which shows that the more confident a person is, the higher the desire to complete the task, and conversely the lower the self-confidence, the higher the desire to complete the task. Findings show that self-efficacy at work has a positive effect on women's tasks in a place (Hartman & Barber, 2020). Self-efficacy can also make oneself more organized in achieving learning goals (Paulina et al., 2023).

Students with high self-efficacy become more focused in completing learning tasks, and they are more likely to demonstrate advanced learning strategies, such as self-monitoring and regulation. Based on the research results of Konaszewski (2021), there was a positive relationship among self-efficacy, resilience, and a task-oriented coping style. The higher a student's self-efficacy in a particular learning activity, the greater the perseverance and resilience they will show when facing difficulties.

Students with high self-efficacy interpret struggles as opportunities to develop their skills, whereas students with low self-efficacy may view challenges as major obstacles and further evidence of their lack of competence in the subject. Students with low self-efficacy are not interested in completing work on their learning assignments (Hendrickson & Hendrickson, 2019)**.** Schunk & Dibenedetto (2020) assumed that human achievement depends on the interaction between a person's behavior, both within oneself and to others, trust, and environmental conditions. Previous research shows that self-efficacy significantly predicts academic performance in female students and functions as an internal motivator to face academic challenges and achieve goals (Kalender et al., 2020).

Students with high self-efficacy tend to accept difficult and challenging assignments and show greater levels of motivation and persevere in the face of difficulties, compared to students with low self-efficacy who tend to lack confidence in their educational abilities and experience difficulties to fulfill their duties (Chang et al., 2022; Trautner & Schwinger, 2020). As concluded by Namaziandost

& Çakmak (2020), the relationship between self-efficacy and academic success was positive. Self-efficacy provides a path to success. A strong sense of self-efficacy predicts increased performance and success which then becomes the basis for greater self-efficacy. Individuals who have high self-efficacy at work can determine their own path in advancing their future. However, individuals who have low or moderate self-efficacy may require further encouragement and development by using additional resources as catalysts to guide progress. Females strive to feel competent in a job role before seeking one.

In an effort to increase self-efficacy in female, females must believe that they are capable of carrying out behavior that brings success in learning or doing certain things and also believe that they can achieve success in the same field of work (Hartman & Barber, 2020). Perceptions of self-efficacy can change due to environmental, cognitive, or daily behavioral influences (Warshawski, 2022). So, in this case it provides an illustration that social support has an influence on increasing self-efficacy in female students. Based on the results of research conducted by Paulina (2023), there is a significant and positive influence between social support on students' self-efficacy**.**

The relationship between self-efficacy and perceived social support is able to encourage, strengthen, and increase students' self-efficacy (Chung & Young, 2020; Paulina, 2023; Yenen & Carkit, 2023). Students need social support to carry out learning, namely family support, and friend supports. The family support provided to students in learning involves assistance and emotional support as well as being a forum for discussion to make decisions. This is different from the friend supports who always try to help solve problems. Apart from that, for students, peers are the place to share joy and sorrow (Mutiah et al., 2023).

Social support consists of three dimensions, namely family support, friend supports, and support from significant others to them (Zimet et al., 1988). Based on the results of research conducted by Paulina (2023), there are two social supports that have a significant influence on students' self-efficacy, namely family support and friend supports. The support from significant others is not very meaningful because the majority of students in Islamic universities do not date. It is in accordance to Islamic Character, one of the visions of Raden Fatah Islamic University Palembang, that states that unmarried students are not allowed to date someone or have a lover.

Based on the background above, researchers were interested in in-depth research on self-efficacy among female students at Islamic universities, because there has been very little research that focuses on self-confidence in Muslim students and the social support that has the most influence on it. It is important to conduct research in this field because female students in Islamic universities are different from students in general. They take better care of themselves and carry out activities according to Sharia Islam. Therefore, the researcher decided on the effect of social support on self-efficacy among female students at Islamic universities**.**

METHODS

This study used a quantitative approach with a cross-sectional design. The sampling technique used was a non-probability sampling technique. The sampling technique used was a purposive sampling technique with certain considerations or criteria. The sample criteria in this research were active students, Muslims, and willing to volunteer to be research subjects. The sample consisted of 286 students at Islamic universities in Palembang. The instrument to measure self-efficacy was the General Self-efficacy Scale-12 (GSES-12) by Bosscher & Smit (1998) with 12 items to measure unidimensional self-efficacy and the instrument used to measure social support was the Multidimensional Scale Perceived Social Support (MSPSS) created by Zimet et al. (1988) consists of 12 items consisting of three dimensions, namely family support, friend supports, and support from significant others.

Then, participants were asked to choose one of the available response options according to what the participant felt or experienced. This scale consisted of favorable items and unfavorable items, with different scores. On the favorable item, the highest score was given to *strongly agree (4)*

and *strongly disagree (1)* was given a low score. In testing the validity of the measuring instrument, confirmatory factor analysis (CFA) (Muthen & Muthen, 2017) was used. In analyzing the data analysis in viewing multiple regression, researchers used path analysis using the software Lisrel 8.80.

RESULTS AND DISCUSSION

Self-Efficacy Validity test

The first analysis showed a Chi-square value = 818.48, P-value = 0.00000, and RMSEA = 0.223. Therefore, by looking at the P-value which was less than 0.05 and the RMSEA that was greater than 0.05, it can be concluded that the model did not fit, so modifications to the model needed to be made.

After carrying out 18 modifications, the Chi-square value = 46.59, df = 36, P-value = 0.111, and RMSEA = 0.032 were obtained. Judging from the P-value which was more significant than 0.05 and the RMSEA value which was less than 0.05, it can be concluded that the model fits. It is stated as follows:

Table 1. Model Fit of Self-Efficacy Scale

Item	Coefficient	S.E	T-Value	Note
Item 1	0,59	0.06	10,28	Valid
Item 2	0,68	0.06	12.03	Valid
Item 3	0,72	0.05	13.26	Valid
Item 4	0.29	0.06	4.79	Valid
Item 5	0.42	0.06	7.00	Valid
Item 6	0.29	0.06	4.81	Valid
Item 7	0.32	0.06	7.00	Valid
Item 8	0.40	0.06	6.70	Valid
Item 9	0.68	0.05	12.52	Valid
Item 10	0.74	0.05	14.07	Valid
Item 11	0.83	0.05	16.25	Valid
Item 12	0.82	0.05	16.29	Valid

After the fit model is obtained, the next step is to look at the significance of the validity of the items. All self-efficacy scale items are valid, this can be seen from the positive loading coefficient value, and the T-value is more than 1.96 so it can be said to be valid.

Social Support Validity Test

This scale tested three dimensions, namely family support, friend supports, and support from significant others. Therefore, the validity test was not carried out as a whole, but was carried out per dimension (three dimensions), namely as follows:

Testing the Construct Validity of Family Support

In the first analysis using Lisrel 8.80 software, a Chi-square value = 2.1, P-value = 0.348, RMSEA = 0.014 were obtained. By looking at a P-value of more than 0.05 and RMSEA of less than 0.05, it can be concluded that the model fitted. Based on table 2, it was found that the family support variable had a positive and significant value so that this item met the model fit criteria to continue the analysis to the next stage.

Table 2. Model Fit of The Family Support Scale

Item	Coefficient	S.E	T-Value	Note
Item 1	0.85	0.06	13.44	Valid
Item 2	0.93	0.06	14.51	Valid
Item 3	0.32	0.06	5.28	Valid
Item 4	0.26	0.06	4.20	Valid

Testing the Construct Validity of Peer Support

In the first analysis using Lisrel 8.80 software, a Chi-square value = 110.9, P-value = 0.0000, RMSEA = 0.437 were obtained. By looking at the P-value of less than 0.05 and RMSEA of more than 0.05, it can be concluded that the model did not fit.

Modifications were made to eliminate measurement errors for each item so that they could be correlated with each other. After carrying out 1 modification, the Chi-square value = 0.52, df = 1, P-value = 0.47, RMSEA = 0.000 were achieved. Judging from the P-value which was greater than 0.05 and the RMSEA value which was less than 0.05, it can be concluded that the model fitted. Based on table 3, it is known that support from significant others variables were positively and significant so that these items met the model fit criteria to continue the analysis to the next stage.

Table 3. Model Fit for The Friend Supports Scale

Item	Coefficient	S.E	T-Value	Note
Item 1	0.17	0.06	2.86	Valid
Item 2	0.27	0.06	4.56	Valid
Item 3	0.95	0.06	15.77	Valid
Item 4	0.26	0.06	16.24	Valid

Testing the Validity of Support from Significant Others Constructs

In the first analysis using Lisrel 8.80 software, a Chi-square value = 34.21, P-value = 0.0059, RMSEA = 0.150 were obtained. By looking at the P-value of less than 0.05 and RMSEA of more than 0.05, it can be concluded that the model did not fit. Based on table 4, it is known that significant other variables are positively and significant so these items met the model fit criteria to continue the analysis to the next stage.

Table 4. Model Fit of Support from Significant Others Scales

Item	Coefficient	S.E	T-Value	Note
Item 1	0.57	0.09	6.47	Valid
Item 2	0.49	0.09	5.76	Valid
Item 3	0.74	0.10	7.19	Valid
Item 4	0.41	0.08	5.41	Valid

Description of Research Data

The subjects of this research were taken based on a non-probability sampling technique from active undergraduate (S1) female students of Islamic universities in Palembang. A general overview can be seen in the following table 5:

Table 5. Demographic Data

Description		Amount
Age	19 th	69
	20 th	56
	21 th	48
	22 th	42
	23 th	27
Semesters	Semester 2	108
	Semester 4	97
	Semester 6	81

Table 5 showed that there are 286 respondents. If we look at the age level of respondents in this study, the highest number of respondents' age was 19 years old, while the lowest one was 23 years old. If we look at the semester level of respondents in this study, the highest number of respondents was in semester 2, while the lowest one was in semester 6. The results of the description of research data using the level of categorization of research variables based on empirical scores (mean and standard deviation) can be seen in the table below:

Table 6. Data Description

Variable	N	Min.	Max.	Mean	Std deviation
Self-Efficacy	286	21.51	65.40	50	9,3
Family Support	286	25.96	60,60	50	9,1
Friend Supports	286	38.74	63,60	50	9,6
Support from SignificantOthers	286	23.41	58,67	50	9,3

From Table 6, it can be seen that the self-efficacy variable had the lowest score of 21.51 and the highest score of 65.40. In the social support variable, the family support dimension had the lowest score of 25.96 and the highest score of 60.60, Then, friend supports dimension had the lowest score of 38.74 and the highest score of 63.60. Finally, the dimension of support from significant others had the lowest scores of 23.41 and the highest score was 58.67.

Table 7. Categorization of research variable scores

Variable	Frequency		
	Low	Currently	Height
Self-Efficacy	47 (16,4%)	184 (64,3%)	55 (19.2%)
Family Support	49 (17,1%)	167 (58,4%)	70 (24,5%)
Friend Supports	106 (37.1%)	114 (39,9%)	66 (23,1%)
Significant Other	49 (17,1%)	237 (82,9%)	-

From Table 7, it can be seen that the self-efficacy variable of 47 (16.4%) students was in the low category, 184 (64.3%) of them were in the medium category, and 55 (19.2%) of them were in the high category. Thus, from the results of the data distribution on the self-efficacy variable, most of them were in the medium category. In the social support variable, in the Family support dimension, 49 (17.1%) students were in the low category, 167 (58.4%) of them were in the medium category, and 70 (24.5%) of them were in the high category. Thus, from the results of the data distribution on the family support dimension, most of them were in the medium category. Meanwhile, in the dimension of peer support, 106 (37.1%) students were in the low category, 114 (39.9%) students were in the medium category, and 66 (23.1%) students were in the high category. Thus, from the results of the data distribution on the dimension of friend supports, there were more in the medium category. Furthermore, in Significant Other dimensions, 49 students (17.1%) were in the low category, 237 (82.9%) were in the medium category, and in this dimension, there were no students in the high category. Thus, from the results of the data distribution on the dimension of significant other, more of them were in the medium category.

After the descriptive data were found, the researcher tested the validity of the items using the confirmatory factor analysis (CFA) method using Lisrel 8.80 software. In this study, all valid items had a positive and significant content so the items met the model fit criteria to continue the analysis to the hypothesis analysis stage with multiple regression.

Table 8. R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.330	.109	100	8.889

Table 8 described the influence of the proportion of family support, friend supports, and support from significant others. Cooperatively, they had an influence on self-efficacy of 10.9% while the remaining 80.1 % was influenced by other variables outside the research. The next step was to test the influence of the independent variables, namely family support, friend supports, and support from significant others on self-efficacy. The results of the F test can be seen in the following table.

Table 9. ANOVA

Model	Sum of Square	Df	Mean Square	F	Sig
Regression	2730.6	3	910.2	11.516	.000
Residual	22289.8	282	79.042		

Total	25020.4	285

Based on the ANOVA table, it can be seen that the F test result (hypothesis test) was 11.516 with a sig of 0.000 (sig < 0.05), so the N hypothesis was nil (H0) which stated that there was no significant influence between the social support variables (Family Support, Friend Supports, and Significant Other). This showed that there was a significant influence between the social support variables (Family Support, Friend Supports, and Significant Other, all of which were significant on Self-Efficacy). Then, the next step was to look for the regression coefficient on each dimension of the influence of social supports, namely family support, friend supports, and support from significant others on the dependent variable.

Table 10. Regression Coefficients

		Unstandardized Coefficients			
Model		**B**	**Std. Error**	**T**	**Sig**
1	(Content)	30.845	3.66	8.411	000
	Family Support	.167	0.83	2.018	.045
	Friend Supports	.037	.057	.642	.521
	Significant Other	.179	.081	2.203	.028

In detail, the regression coefficient value for the Family support variable was 0.167 and the significance value was 0.045 (sig > 0.05). This means that H01 which stated “there is no significant influence between family support and self-efficacy" was rejected. It could be interpreted that family support had a significant influence on self-efficacy. Coefficient with a positive sign meant that the higher the value of the family support was, the higher the value of the self-efficacy was, and vice versa.

For the friend supports variable, the regression coefficient value was 0.37 and the significance value was 0.57 (sig < 0.05). This means that H02 which stated "there is no significant influence between friend supports on self-efficacy" was accepted. It could be interpreted that there was no significant influence between friend supports and self-efficacy. For the variable of support from significant others, the regression coefficient value was 1.79 and the significance value was 0.028 (sig > 0.05). This means that H03 which stated "there is no significant influence between significant other on self-efficacy" was rejected. It could be interpreted that there was a significant influence between significant other which was significant on self-efficacy. A coefficient with a positive sign meant that the higher the value of the family support was, the higher the value of the self-efficacy was, and vice versa.

In this study, the independent variable was social supports which consisted of three dimensions, namely family support, friend supports, and support from significant others to you. The dependent variable in this research was self-efficacy. According to Bosscher & Smit (1998), self-efficacy is an individual's belief in his own ability to influence every event in his life. In this way, individual self-efficacy can solve problems that exist during the learning period (Hwang, 2021).

With self-efficacy skills, students will find it easier to solve problems or assignments. Having high self-efficacy abilities enables you to focus more on finding solutions to problems rather than thinking about one's own shortcomings. According to Wasif et al. (2020), increasing social support results in increasing self-efficacy. Interpersonal relationships shape a person's life. People in stable and close relationships (healthy or positive) who provide each other with social support will contribute to daily effectiveness (Carmeli et al., 2020; Giebel et al., 2021). The social support provided to students consisted of three dimensions, namely family support, friend supports and fupport from significant others to them (Zimet et al., 1988). The average self-efficacy of female students was in the medium category. Self-efficacy consists of three dimensions, namely initiative, effort, and persistence (Bosscher & Smit, 1998).

Based on the research results, there were social supports that had a positive and no effect on self-efficacy in three dimensions with significant regression coefficient values in female students of Islamic universities, namely the dimensions of family support and support from significant others.

Apart from that, there was one dimension of social support that was not significant, namely the dimension of friend supports. In studying, students need more parental support in terms of help and emotional support, as well as being a forum for discussion in making decisions. This is also in line with the research results of Khlaif et al. (2021) that parental support helps female students in facing times of crisis. Another important support that female students need in this case is a sense of caring and always being ready when needed when seeking knowledge and someone with whom they can share their joys and sorrows. This is also in line with the research results of Mutiah et al. (2023) that stated that students need more emotional support.

In detail, the research results showed that the family support variable had a significant influence on self-efficacy. Coefficient with a positive sign meant that the higher the value of family support was, the higher the value of self-efficacy was, and vice versa. There were other variables that significantly influenced significant other's influence on self-efficacy. In the variable of friend supports, there was no significant influence between friend supports and self-efficacy.

Some weaknesses in this research were as follows. First, there was an unevenness in the samples taken in demographic variables (age and semester). Future researchers should try to collect balanced data. Second, in previous research, it was stated that the variables of family support and friend support for students at Islamic universities, both male and female, were significant and the variable of significant other support was not significant because muslim students were not dating or did not have a special person. However, the results of this study found that the support from friends was not significant, the significant variable was social support provided by family and other important people. Therefore, we suggest that future research conduct further research that can describe the environment of female muslim students in the current era.

CONCLUSION

Conclusion obtained from the results of this research is that there was a significant and positive influence between social support and self-efficacy of students in Islamic universities of 0.109 or 10.9%, while the remaining 80.1% was influenced by other variables outside the research. Based on testing the influence of each independent variable on the dependent variable in this study, there were three dimensions with significant regression coefficient values, namely, the dimensions of family support and support from significant others. Apart from that, there was one dimension of social support that was not significant, namely the dimension of friend supports.

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