

The Effect of Parents' Social Support and Self-Efficacy on Students' Happiness at Islamic Boarding School

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Abstract

This study aims to determine the effect of parental social support and self-efficacy on students' happiness and the extent of each variable's contribution. With a quantitative approach and correlational method, 110 students of Daarul Fikri Integrated Islamic Boarding School Senior High School became respondents through total sampling and filling out a Likert scale questionnaire. The regression analysis results showed that parental social support significantly affected students' happiness ($\beta = 0.130$; $p = 0.001$), while self-efficacy did not have a significant effect partially ($\beta = 0.053$; $p = 0.367$). Simultaneously, both variables had a significant effect ($F = 6.855$; $p = 0.002$) with $R^2 = 0.115$, meaning that this model can explain 11.5% of happiness. The implication of this research is that parental social support has a significant and positive influence on the happiness of students. However, students' self-efficacy does not have a significant partial effect on their happiness.

Keywords: Parental; Social Support; Self-Efficacy; Student Happiness; Educational Psychology.

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh dukungan sosial orang tua dan efikasi diri terhadap kebahagiaan siswa dan sejauh mana kontribusi masing-masing variabel. Dengan pendekatan kuantitatif dan metode korelasional, 110 siswa SMA Pondok Pesantren Terpadu Daarul Fikri menjadi responden melalui total sampling dan pengisian kuesioner skala likert. Hasil analisis regresi menunjukkan bahwa dukungan sosial orang tua berpengaruh signifikan terhadap kebahagiaan siswa ($\beta = 0,130$; $p = 0,001$), sedangkan efikasi diri tidak

berpengaruh signifikan secara parsial ($\beta = 0,053$; $p = 0,367$). Secara simultan, kedua variabel tersebut memiliki pengaruh yang signifikan ($F = 6,855$; $p = 0,002$) dengan $R^2 = 0,115$, artinya model ini dapat menjelaskan kebahagiaan sebesar 11,5%. Implikasi dari penelitian ini adalah dukungan sosial orang tua memiliki pengaruh yang signifikan dan positif terhadap kebahagiaan santri. Namun, efikasi diri santri tidak memiliki pengaruh signifikan secara parsial terhadap kebahagiaan mereka.

Kata Kunci: Orangtua; Dukungan Sosial; Efikasi Diri; Kebahagiaan Siswa; Psikologi Pendidikan.

A. Introduction

Islamic boarding schools have long been an important pillar in the education system in Indonesia, serving not only as places for the development of religious knowledge but also as institutions that shape the character and morality of students. With the rapid increase in the number of boarding schools and students 36,000 schools and 3.4 million active students in 2022, the role of these institutions in producing a generation of youth with noble character has become increasingly crucial. However, behind this positive development, various challenges have emerged that could threaten the psychological well-being of the students. Data from the Ministry of Education in 2017 The Ministry of Education and Culture (2017) explained

in especially Islamic Boarding Schools, is cases of bullying against fellow students. According to data collected by JPPI kompas.com (2024), as many as 293 violent cases occurred in September 2024. Sexual violence is the most common type of violence, followed by bullying 42%, physical violence 31%, psychological violence 10%, and finally policies containing violence 11%. This finding showed the importance of self-efficacy and the role of parental social support for students' happiness in Islamic Boarding Schools to effectively overcome social problems in the Islamic Boarding School environment.

Ela & Muammaroh (2021) found an impact between parental social support and students' learning motivation. According to Apriana et al.

(2024), social support and self-efficacy influence self-adjustment in new students in Karawang Regency. On the other hand, Simbolon & Mangundjaya (2023) showed a positive unidirectional relationship between self-efficacy and happiness. Meanwhile, Maimunah (2020) showed that social support and self-efficacy significantly influenced students' self-adjustment. Latifah (2021) showed that parental social support significantly affected the ability to memorize the Qur'an of MI students. However, self-efficacy did not affect the ability to memorize the Qur'an of MI students. The difference from this study is that this study focuses on the influence of parental social support and self-efficacy on students' happiness at the Daarul Fikri Islamic Boarding School, West Cikarang. Unlike previous studies, this study took a sample of 110 Ikhwan and Akhwat Senior High School students of the Daarul Fikri Integrated Islamic Boarding School in West Cikarang. This study aims to identify the significant influence of parental social support and self-efficacy on the happiness of students at the Integrated Islamic Boarding

School in Cikarang Barat. It examines the extent of emotional, instrumental, and informational support provided by parents in enhancing the psychological well-being of the students?. This research also analyzes the level of self-efficacy among students that acts as a link between parental social support and student happiness. Therefore, the results are expected to help improve the self-efficacy and happiness of students by increasing their quality of life and building a more comfortable environment at the Islamic Boarding School.

B. Methods

This study used quantitative and correlational methods to analyze research data. As explained (Sugiyono, 2019), the quantitative approach is a method used to study a particular sample or population by collecting data, using research instruments, and analyzing data quantitatively or statistically. This study aims to test or describe the hypothesis that has been made. In this case, the correlational method is a study to measure the correlation between two or

more variables and explain their relationship. Thus, using a quantitative approach with a correlational method aims to analyze the relationship between the studied variables, namely the extent of the relationship between the independent variable (X) and the dependent variable (Y).

The population in this study were all high school students in grades X, XI, and XII at the Daarul Fikri Ikhwan and Akhwat Integrated Islamic Boarding School, with a total of 110 students. Sampling in this study was carried out using a saturated or total sampling technique, which is a sampling technique for all members of the population used as research samples. Therefore, all high school students at the Daarul Fikri Integrated Islamic Boarding School, as many as 110 students, were used as samples in this study. The tool used in this study was a questionnaire, a data collection tool in which respondents are given several questions to get answers to. The data analysis carried out in this study used SPSS 24 for Windows.

The Likert scale was used as an alternative answer to the questionnaire in

this study. Using the Likert scale, each variable to be measured was divided into several dimensions, sub-variables or items, and again into an indicator that can be measured. Ultimately, the measured indicators can create a question instrument that respondents must answer.

The scale used to measure parental social support (S-DSO) in this study was adapted from the Parent Subscale Social Support Questionnaire for Children compiled by Gordon (2011), which consists of 5 aspects: emotional support, network support, esteem support, material support, and instrumental support. Self Efficacy Scale (S-SE), this instrument is an adaptation of General Self Efficacy (GSE) developed by Schwarzer and Jerusalem in 1995 (Schwarzer et al., 1995), which consists of 3 aspects: level, strength, and generality. Happiness Scale (S-K): This happiness instrument is an adaptation of the Oxford Happiness Questionnaire (OHQ), which Argyle and Crossland originally developed and then updated by Hills and Argyle in 2022 (Adeline, 2017). This happiness scale consists of 6

aspects of happiness developed by Argyle and Crossland (1987): life satisfaction, joy, self-esteem, calm, control, and efficacy.

C. Result and Discussion

1. Results of the Classical Assumption Test

a. Normality Test Results

A normality test is conducted to determine whether the data obtained from the population is normally distributed. Data can be normal if the significance value is > 0.05 . Conversely, the data is not normally distributed if the significance value is < 0.05 . Normality test with Kolmogorov-Smirnov with the help of SPSS for Windows:

Table 1. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		108
Normal	Mean	.0000000
Parameters ^{a,b}	Std. Deviation	5.19253435
Most Extreme	Absolute	.069
Differences	Positive	.039
	Negative	-.069
Test Statistic		.069
Asymp. Sig. (2-tailed)		.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.

Table 1 shows that the One-Sample Kolmogorov-Smirnov Test normality test results obtained a Sig. value of 0.200, which is greater than 0.05. This finding means that residuals in the regression model are normally distributed. Anormal residual distribution is one of the main assumptions in linear regression. Thus, the regression model meets the normality assumption, so the parameter estimation results can be interpreted more accurately.

b. Multicollinearity Test

A multicollinearity test is needed to determine whether there are independent variables that have similarities with other independent variables in one model. The presence or absence of multicollinearity can be detected by the variance inflation factor (VIF). If the VIF value > 10 , then it indicates multicollinearity; if, on the contrary, $VIF < 10$, then there is no multicollinearity. The VIF value in the regression results occurs in Table 2.

Table 2 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error				Beta	Lower Bound	Upper Bound	Tolerance
1	(Constant)	37.575	4.909		7.655	.000	27.841	47.308		
	X1	.130	.039	.314	3.364	.001	.053	.206	.966	1.035
	X2	.053	.058	.085	.906	.367	-.063	.168	.966	1.035

a. Dependent Variable: Y

The analysis results show that the Tolerance value for X1 and X2 is 0.966, while the VIF (Variance Inflation Factor) value is 1.035. Since the Tolerance value is greater than 0.1 and VIF is less than 10, it can be concluded that there is no multicollinearity in the model.

c. Heteroscedasticity Test

The heteroscedasticity test is conducted to evaluate whether the model has unequal variance from one

observation to another, and this heteroscedasticity test is to determine any deviations from the classical assumption requirements in linear regression, where the regression model must meet the requirements for no heteroscedasticity. In this study, the researcher used the park test, which, if the significance value (sig.) is above 0.05, it can be said that there is no heteroscedasticity. The following are the results of the heteroscedasticity test in the following table:

Table 3 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	5.948	3.055		1.947	.054
	X1	.008	.024	.031	.315	.753
	X2	-.031	.036	-.084	-.849	.398

a. Dependent Variable: ABS_RES

The Sig. value for X1 is 0.753, and X2 is 0.398, greater than 0.05. There is no heteroscedasticity in the model. The absence of heteroscedasticity indicates that the error variability in the regression

2. Multiple Linear Regression Test Results

Multiple linear regression is an appropriate analysis method when the study involves one dependent variable estimated to be related to one or more independent variables. The purpose of multiple linear regression analysis is to

model is constant, which means that the regression model meets the assumption of homoscedasticity. It is a good condition in regression analysis because it increases prediction accuracy.

estimate changes in the response of the dependent variable to the independent variable. In this study, the researchers used multiple linear regression analysis using the SPSS program and revealed the calculation results in Table 4.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	37.575	4.909		7.655	.000
	X1	.130	.039	.314	3.364	.001
	X2	.053	.058	.085	.906	.367

a. Dependent Variable: Y

The constant coefficient of 37.575 indicates that if variables X1 and X2 are zero, Y will have a value of 37.575. The regression coefficient of X1 of 0.130 indicates that every one unit increase in X1 will increase the value of Y by 0.130 = 13%, assuming other variables remain constant. Meanwhile, the regression

coefficient of X2 of 0.053 = 5.3% indicates that X2 has a smaller effect on Y than X1. Based on the significance value (Sig.), X1 has a value of 0.001, which is smaller than 0.05, so X1 significantly affects Y. Meanwhile, X2 has a Sig. value of 0.367, greater than 0.05, so X2 does not significantly affect

Y. This shows that only X1 impacts changes in the Y variable.

3. Hypothesis Test Results

a. F Test

Simultaneous test (F test) aims to determine the simultaneous effect of

independent variables on dependent variables. Simultaneous test calculations are carried out using the ANOVA table. Some of the results of data processing using the SPSS program can be seen as follows:

Table 5 F Test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	376.688	2	188.344	6.855	.002 ^b
	Residual	2884.978	105	27.476		
	Total	3261.667	107			
a. Dependent Variable: Y						
b. Predictors: (Constant), X2, X1						

The F value is 6.855 with Sig. 0.002. Since the Sig. value is smaller than 0.05. Thus, variables X1 and X2 together have a significant influence on Y. Although the results of the F Test indicate that the overall regression model is significant, the results of the T-test indicate that only X1 has a significant influence on Y. Although the regression model is valid

overall, the real influence on variable Y is more determined by X1 than by X2.

b. Partial Effect Test Results (t-Test)

The t-test aims to determine the magnitude of the influence of each independent variable partially on the dependent variable. The results of the partial test calculation are as follows:

Table 6 T Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.575	4.909		7.655	.000
	X1	.130	.039	.314	3.364	.001
	X2	.053	.058	.085	.906	.367
a. Dependent Variable: Y						

The analysis results show that X1 has a t-count value of 3.364 with Sig. 0.001, which is smaller than 0.05. X1 has a significant effect on Y. Meanwhile, X2 has a t-count value of 0.906 with Sig.

0.367 is greater than 0.05, so X2 does not significantly affect Y.

4. Results of the Determination Coefficient Test

Table 7 Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.340 ^a	.115	.099	5.24175
a. Predictors: (Constant), X2, X1				

The coefficient of determination (R Square) is used to measure how much the independent variable can explain the variation of the dependent variable. From the analysis results, the R Square value was obtained at 0.115, meaning that only 11.5% of the variation of the Y variable can be explained by X1 and X2. The rest, 88.5%, is explained by other factors not included in the model.

Discussion

This study aims to determine the effect of parental social support and self-efficacy on students' happiness at the Daarul Fikri Integrated Islamic Boarding

School, West Cikarang. The research conducted at the Daarul Fikri Integrated Islamic Boarding School went smoothly. The research was conducted using a quantitative method through a scale for data collection. Then, a test was carried out to provide an overview of the research variables. In addition, this measurement aims to determine how appropriate the research results are to the researcher's hypothesis. Based on the test results of the data, the researchers will present the discussion obtained from each variable: parental social support, self-efficacy, and student happiness.

1. The Influence of Parental Social Support on the Happiness of Students

The results of this study indicate that parental social support has a moderate level. Meanwhile, parental social support significantly influences students' happiness at the Daarul Fikri Integrated Islamic Boarding School, West Cikarang. Based on the partial multiple linear regression test, the regression coefficient value was obtained at 0.130, meaning that every one-unit increase in the parental social support variable (X1) will increase students' happiness (Y) by 13%. The t-value of 3.364 with a significance of 0.001 ($p < 0.05$) confirms that the influence is statistically significant. In other words, attention, emotional support, information assistance, and appreciation support from parents contribute to increasing students' happiness in the Islamic boarding school environment.

This explanation aligns with the fact that students who live far from home need a sense of attachment to their families to feel safe, comfortable, and cared for. Social support from parents

can create feelings of being appreciated and accepted, which is one of the important foundations in building children's psychological well-being (Suud, & Salsabillah. 2024). Especially in the Islamic boarding school environment, which demands discipline and independence, the role of parents as providers of encouragement and support from a distance is critical.

Usman et al. (2021) showed that parental social support can increase students' learning motivation, which is part of the intrinsic factors influencing happiness. Students with high learning motivation will feel more competent and satisfied with their learning process. It reflects the high happiness within them. Andi Zulfiana (2022) provided strong support, emphasizing that parental social support influences students' enthusiasm and self-confidence. Increased self-confidence due to family support will directly impact the individual's psychological condition. This situation is certainly relevant to students who are also in their teens and are forming their self-identity.

From an Islamic perspective, Al-Misbah et al. (2024) in their study highlighted the importance of family involvement in educating children spiritually and emotionally. As stated in QS At-Tahrim: 6, the verse emphasizes that the family, especially parents, holds a great responsibility in guarding and guiding their children to remain on the right path and full of piety. A healthy spiritual environment at home and good communication from parents will create inner peace for children, including when they live far away in Islamic boarding schools. This spiritual peace is one of the foundations of happiness in Islam.

2. The Influence of Self-Efficacy on the Happiness of Students at Islamic Boarding Schools

The results indicated that self-efficacy provided a low level. In contrast, self-efficacy (X2) has not been proven to have a significant partial influence on students' happiness, as seen from the multiple linear regression test, which shows a regression coefficient value of 0.053 (5.3%) with a t-count of 0.906 and a significance of 0.367 ($p > 0.05$). This value shows that statistically,

increasing self-efficacy cannot be interpreted as a factor that significantly impacts changes in student happiness. Thus, although self-efficacy contributes to the model simultaneously, its influence individually is not strong enough in the context of this study. Several possibilities can explain these results. First, most of the students in this study already have a relatively uniform level of self-efficacy, which does not create a large enough difference to affect happiness significantly. Second, the life of students in Islamic boarding schools, which is colored by routine, strict supervision, and a collective social system, may make the role of individuals, in this case, self-efficacy, not too prominent compared to external influences such as parental social support.

Although the analysis results showed no significant partial effect, previous literature showed that self-efficacy strongly correlates with psychological well-being. Simbolon & Mangundjaya (2023) stated that self-efficacy predicts happiness in young adulthood because individuals with self-

efficacy tend to be more optimistic and able to cope with the pressures of life. It contributes to feelings of happiness and satisfaction with life. Elizabeth Patras et al. (2021) explained that self-efficacy affects students' learning independence, which is part of self-control and personal achievement. Students who can learn independently usually also have high self-confidence, so they can feel happy because they can overcome their challenges. In Islamic boarding schools, although the influence of self-efficacy is not significant in this study, self-efficacy still has an important value in the formation of the character of students.

Waro et al. (2023) showed that self-efficacy positively correlates with students' academic achievement. Achievements achieved through independent efforts are one source of happiness, especially when the success is a form of self-actualization. Thus, although self-efficacy has not shown a statistically significant influence in this research model, theoretically and empirically, self-efficacy still has an important role in supporting happiness, especially when combined with other

factors such as the social environment, spirituality, or support from parents or peers.

3. The Influence of Parental Social Support and Self-Efficacy on Student Happiness

The simultaneous test or F test in multiple linear regression showed that parental social support (X1) and self-efficacy (X2) together have a significant effect on the happiness of students (Y). The F value of 6.855 and a significance of 0.002 ($p < 0.05$) prove that these two variables collectively contribute to increasing students' happiness. However, individually, only X1 has a significant effect.

The coefficient of determination (R Square) obtained in this model is 0.115, which means that a combination of parental social support and self-efficacy variables can explain 11.5% of the student happiness variable. Although this figure is moderate, both variables have a real contribution. On the other hand, the remaining 88.5% is influenced by other variables not examined in this model, such as the physical environment of the Islamic boarding school, relationships with peers, or daily

worship practices. Parental social support and self-efficacy are two important and complementary parts.

Parental social support can create a sense of security and acceptance, while self-efficacy can provide strength or encouragement from within to face various challenges. Nuraini & Fitriani (2023; Ramadhanti et al. 2024) supported this finding that parental social support and self-efficacy against academic stress in new students at Islamic boarding schools are closely related to their happiness. Osin et al. (2023) also found that both variables significantly affect students' learning interests, strengthening the importance of synergy between external and internal factors in improving psychological well-being. Faza & Kustanti (2020) also stated that parental social support and self-efficacy have a positive and significant relationship in memorizing the Qur'an because the higher the social support of the parents, the higher their self-efficacy.

D. Conclusion

Based on the data presentation discussed previously, (1) Parents' Social support significantly influences students' happiness at the Daarul Fikri Integrated Islamic Boarding School, West Cikarang. With a one-unit increase in the variable of social support from parents, students' happiness will increase by 13%, following the facts related to emotional support, information assistance, attention, and appreciation from parents to increase students' feelings of happiness. This feeling of being appreciated, accepted, and safe is one of social support from parents, which is an important component of students' psychological well-being. Previous research showed that social support from parents could increase self-confidence. (2) Self-efficacy did not significantly influence students' happiness at the Daarul Fikri Integrated Islamic Boarding School. The results indicated that many students at the Daarul Fikri Integrated Islamic Boarding School, West Cikarang, did not significantly impact changes in their happiness. This issue may be caused by external factors that are more influential

in the Islamic boarding school environment. However, simultaneously, social support from parents and self-efficacy significantly influence students' happiness. (3) Parent social support and self-efficacy significantly influenced students' happiness at the Daarul Fikri Integrated Islamic Boarding School, West Cikarang. The remainder, 88.5%, was explained by other factors outside this study, such as the environment outside the Islamic boarding school, relationships with peers, or daily worship activities.

This study suggests the following:

a) Islamic Boarding Schools are expected to communicate well with parents of students by conducting routine meetings or providing facilities that can help strengthen ties and ensure that students feel cared for. b) Combining self-efficacy into extracurricular activities. Although self-efficacy does not have a significant effect partially, self-efficacy still contributes to the happiness of students as a whole. Therefore, Islamic Boarding Schools can create activities that foster students' self-efficacy through leadership development

training or group problem-solving activities. c) Paying attention to other aspects that influence students' happiness, such as observing the environment around the Daarul Fikri Islamic Boarding School, having good relationships with peers, and receiving teacher support. Some of these factors may play a role because 88.5% of the results are explained outside this study. d) This study has several limitations, including limited and non-specific samples, data collection techniques that may be biased, low coefficients of determination, and little discussion of other components that may influence students' happiness. Further research should be conducted because, in this study, the self-efficacy variable did not have a significant partial effect. This study can be conducted to determine whether self-efficacy can specifically increase the happiness of students at the Daarul Fikri Integrated Islamic Boarding School, West Cikarang.

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