



The Role of Optimism on Self-Efficacy in Memorizing the Qur'an of Elementary School Students

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Abstract

Students who have an optimistic attitude are expected to have a strong belief in their abilities. With optimism, students who memorize the Qur'an can show various good behaviors to maximize their potential, thereby strengthening self-efficacy so that they can continue to memorize the Qur'an and complete it based on the target. This study aims to determine the role of optimism and self-efficacy in memorizing the Qur'an. This study used quantitative research using a questionnaire to collect the data. The participants were 100 students of Elementary School (SD) X who participated in the tahfiz program. The optimism scale is based on aspects of Seligman's theory, namely permanence, pervasiveness, and personalization. In contrast, the self-efficacy scale is based on aspects of Bandura's theory, namely level, generality, and strength. Data analysis used a simple linear regression test. The results showed a significant role between optimism and self-efficacy, which was 44.9% ($R=0.449$, $p=0.00<0.05$). The regression equation between the optimism and the self-efficacy variables was positive, with $Y=13.379+0.508X$. This equation means that for every 1% addition of student optimism, the student's self-efficacy will increase by 50.8%. Based on these calculations, it can be concluded that the higher the optimism, the higher the self-efficacy in memorizing the Qur'an in SD X Banjarmasin students.

INTRODUCTION

In order to sharpen and support students' abilities, every educational institution must have a special program given to the students. One example we can see today is that many educational institutions offer Islamic-based school learning models and the *tahfidz* Qur'an program for their students. The Qur'an *tahfidz* program is an activity for students to study, memorize the Qur'an, and understand its contents. According to Rauf, memorization is a process of doing something repeatedly by reading or listening; any activity can be memorized if done repeatedly (Rauf, 2004). From this understanding, memorizing the Qur'an is repeatedly remembering the Qur'an recitation, both by reading and listening.

Learning to read the Qur'an is strongly encouraged to start at the earliest age.

Human cognitive and emotional intelligence develop very rapidly at the earliest possible age. It will be better if it is filled with activities to memorize the Qur'an in childhood because children are not like adults with many complex thoughts. Therefore, the ability to memorize the Qur'an can be very easily created at a young or productive age (Oktapiani, 2020). Children can easily memorize the Qur'an, which can be done at home with their parents or at an educational institution that provides them with a *tahfiz* program.

Muhammad Muhyidin, in his book, "Teaching Children to Have Characters Stated in Al-Qur'an " wrote, "why does the Qur'an need to be understood from childhood? He said, "*if the child can understand the Qur'an early, then his morals will be good.*" (Muhyidin, 2014). In addition to good morals, understanding the Qur'an also has an impact on how the child's perspective and attitude towards the problem he is experiencing; if the Qur'an is already in the heart of a believer, then Allah will give him gifts in the form of peace of heart and also peace of mind (Husain, 1992)

The companions of the Prophet *Shallallahu A'laihi wasallam* have seen how important the urgency of maintaining the Qur'an is to maintain good influence in the souls of children. The companions of the Prophet always transmit the knowledge of the Qur'an to their descendants because it is the teaching of the Prophet *Shallallahu A 'laihi wasallam* which is in accordance with the following hadith:

إِنَّ أَفْضَلَكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

Meaning: "Surely, the best among you (Muslims) are those who learn the Qur'an and teach it." (HR. Bukhari).

As Muslims, we know that all knowledge is found when studying the Qur'an, so memorizing and understanding bring blessings and strengthen the memory and the mental or psychic abilities of those who memorize it. Especially if children at Elementary School can memorize the Qur'an, many benefits can be obtained, such as increased intellectual intelligence, spiritual intelligence, and noble ethics and morals (Muhammad, 2017). In memorizing, there is also a strong belief that he can memorize it, remember each verse, and achieve the goal of becoming a *hafiz* or *hafizah* Qur'an.

For anyone who has the intention to memorize the Qur'an, many points must be known, namely that every process carried out must be started with sincere intentions, ask permission and ask for blessings first to parents so that they can pray for the best for their children, have a great determination and always be strong in carrying it out. Thus, activities when memorizing the Qur'an can be carried out maximally and smoothly. In this process, many stages and methods can be done, including depositing new memorization to the teacher, *muraja'ah* or repeating the previous memorization with friends, depositing old memorization to the teacher, and *per-juz* memorization exam (Supriono & Rusdiani, 2019)

In a preliminary study through the results of an interview with a *tahfidz* mentor

teacher in an Elementary School that is the location of the study, the teacher said that students were not required to memorize the surah directly but were given *tahsin* guidance first so that the reading was good and in accordance with the rules of the Qur'an. If the student's reading is good and smooth, then it is directed so that he can memorize the surah. The surahs that are first memorized are short surahs found in juz 30 or can be called juz 'amma. When juz 30 is memorized, they can proceed to juz 29, and so on. (Nadje, personal communication, Agustus 2021)

Individuals who are in the process of memorizing the Qur'an need to increase their confidence to be able to memorize and complete their memorization. For this reason, those who memorize the Qur'an need factors to support their desire to become a *hafidz*. As stated by Djamarah that in general, the success of learning in students is obtained from three main factors that have a major impact and influence on them. These three factors are environmental, facilities and infrastructure, and physiological and psychological factors (Djamarah, 2011)

One of the many psychological factors that support a student's success process in memorizing the Qur'an is having a strong belief in his abilities. Students who believe in their ability can perform a task that can support their abilities so that they will make a harder effort to face the challenges that come. On the other hand, students who do not believe in their abilities think that they do not have a good ability to do a task, especially if faced with difficult situations, they will tend to give up easily (Florina & Zagoto, 2019)

Chairani and Subandi, in their book " Psychology of Santri Memorizing the Quran: The Role of Self Regulation " reveal that various obstacles are often found in memorizing the Qur'an. However, a student memorizing Qur'an must be able to pass through it. Obstacles in memorizing the Qur'an are difficult to memorize because there are many verses that are the same; the student is quickly hopeless, lazy, easily forgetful, impatient, has decreased enthusiasm, and does not do *muroja'ah*. (Chairani & Subandi, 2010)

The explanation above is in accordance with the statement of Schunk and Pajeras; they find the characteristics of low self-efficacy in students, namely those who have such traits tend to give up easily, often avoid difficult tasks, have no high ideals, have no commitment to their own choices, do not focus on success but rather get stuck in failures that have occurred, and are not quick to respond to try to find solutions to the problems faced so that they easily experience stress and depression (Schunk & Pajares, 2002). According to Albert Bandura, a student with low self-efficacy usually has difficulty performing a task because he often avoids it and does not give full effort to complete it (Fiest & Fiest, 2011).

Someone with self-efficacy will display an action showing that he can achieve something that is expected. A person's height or low self-efficacy can be seen from how he or she is trying to do the activity, how long it takes him or her to struggle when

finding difficulties, and how hard or fast he or she adjusts to deal with something contrary to his or her beliefs (Khotimah et al., 2016). Self-efficacy in students plays an important role in motivating them to easily complete challenging work to achieve a certain goal, including memorizing the Qur'an.

Based on the opinions of Schunk and Pajares, having high self-efficacy is very beneficial for students because it will provide a good source of strength and resilience when facing difficult things at school and make students feel not easily bored; students have an attitude of not giving up easily and do not procrastinate of doing a task at school (Schunk & Pajares, 2002). Self-efficacy will make it easier for students to learn various tasks even though the task is relatively difficult. Therefore, the student will be able to master the lesson easily so that he can get achievements at school. (Florina & Zagoto, 2019)

High self-efficacy will affect students so that they can make good choices and always make efforts to progress, keep trying diligently and persistently despite many difficulties, and have a low level of anxiety and high calmness in themselves (Zagoto, 2019). The urgency of self-efficacy possessed by students aims to achieve the memorization target and can maintain the memorization that has already been possessed. Because with self-efficacy, the student will always believe in his abilities and continue striving to achieve his goals.

Bandura says self-efficacy was measured using three aspects: level, strength, and generality (Bandura, 1997). First, the aspect of level is related to the level of difficulty students feel in memorizing the Qur'an, but they still feel able to do so. Then, the aspect of strength is related to the level of strength of students' confidence in their ability to memorize the Qur'an. Third, the aspect of generality is related to what behaviors students can do in memorizing the Qur'an.

During the process of memorizing the Qur'an, there is certainly a time when students have a sense of saturation, fatigue, laziness, and so on that can hinder the process of achieving the memorization targets that have been set. According to Ahmad Salim Badwilan, one of the things that usually inhibits students from memorizing the Qur'an is the high spirit that appears only at the beginning; as a result, they can memorize many verses at the beginning of time, and when they feel difficult in memorizing, they are lazy and then leave the memorization because their spirit has decreased (Badwilan, 2010). For this reason, students also need to maintain a sense of optimism and enthusiasm in memorizing the Qur'an so that various obstacles approaching themselves can be overcome properly.

According to Seligman, optimism is often associated with positive thinking. Optimism can be interpreted as the student's belief that the adverse event or failure is only temporary (Seligman, 2006). According to Scheier and Carver, optimism is an individual expectation of positive results in all situations and times (Suryaningsih, 2016). A strong sense of optimism will give the students the strength of enthusiasm to

always concentrate on their memorization.

Seligman explains that to determine whether someone is pessimistic or optimistic, it can be seen from three aspects as an explanation of how individuals understand a good, bad, or neutral event. The first aspect is permanence, meaning that pessimistic people are vulnerable to surrender and believe the causes of many adverse events are permanent. Conversely, when optimistic people are faced with a bad event, they may think of it as just happening for a while. This can lead to the hope that things can eventually get better (Seligman, 2006). In this case, optimistic students will be able to view the success of memorizing the Qur'an as a settled achievement for themselves.

The second aspect is pervasiveness; this aspect explains the state of the individual facing various events in his life (Seligman, 2006). An optimistic student may not be an expert in a particular field, but he believes he has more ability in other matters. Suppose a student who memorizes Qur'an has difficulty memorizing with one particular technique. In that case, he will be able to find another method that suits his condition to still memorize the Qur'an well.

The third aspect is personalization, which means that optimistic individuals can explain what causes an event in themselves and others (Seligman, 2006). This will affect how individuals develop their potential for future provision (Shabrina, 2018). Students who succeed in memorizing the Qur'an believe that it comes from themselves (internal factors). If they experience setbacks or failures, they will consider them caused by external factors, so they do not feel too pessimistic when facing failure.

Dhio Adityawarman has conducted previous research on 103 street children in the DKI Jakarta region, which showed that the contribution of optimism toward the self-efficacy of street children was 72.9% (Adityawarman, 2019). Having a sense of optimism can also affect confidence in students' abilities. Research conducted by I Wayan Putra Agustika, and Prapancha Hary on 113 soccer school students (SSB) in Yogyakarta shows that optimism predominates in students' self-efficacy. This is shown from the results of data analysis that the self-efficacy variable has an increase of 14% due to the role of the optimism variable. This means that the better the optimism students have, the more positive the student's self-efficacy will be, and vice versa (Agustika, 2012).

In the research of I Wayan Putra Agustika also mentioned that the role of the optimistic attitude contributes many benefits when accompanied by self-efficacy; that is because it can provide enthusiastic input for students always to try to find solutions for better conditions maximally. Students with high self-efficacy and optimism will not think about their failures but will think about ways to move forward and achieve their goals (Agustika, 2012).

According to Bandura, self-efficacy has the potential to affect cognitive aspects related to one's optimism. People with self-efficacy can be optimistic in performing certain tasks. The belief that a person can complete a task leads to positive self-efficacy,

which helps the person imagine success. Shadows of success can evoke optimistic attitudes that help individuals achieve their goals (Bandura, 1997). According to Naibaiho, when students are in the learning process, to achieve maximum results, they must have not only an attitude of optimism but also a strong belief in their abilities (Naibaho, 2017).

From the explanation above, an optimistic sense is needed to have good self-efficacy in memorizing the Qur'an. Because of the process of memorizing the Qur'an, the memorizer must have a positive attitude and good self-efficacy to achieve his goal of becoming a *hafidz*. Optimism is a strong motivator, so it can lead students to be steadfast and resilient when facing obstacles. Optimism is an energy that can help students have high self-efficacy to achieve their goals or dreams.

Different from previous studies that examined the role or influence of both variables, namely optimism with self-efficacy in a sample of street children and students from nonformal education institutions, this study took a sample of Elementary School students who were given *tahfiz* guidance and had memorized the Qur'an. No one had ever examined these two variables simultaneously to students who memorized the Qur'an. This research is expected to add to the treasures of science and can be a reference for future researchers, and can also be used as input and evaluation material for the schools to develop a better *tahfiz* program to increase and maintain a sense of optimism and self-efficacy in students in the process of memorizing the Qur'an.

Based on the description that has been described, the researchers can conclude that there is a relationship between the nature of optimism and self-efficacy in memorizing the Qur'an. Memorizing the Qur'an certainly requires students to have a sense of optimism. With an optimistic sense, it is expected that students who memorize the Qur'an can show various behaviors to maximize their potential to achieve the memorization target, namely by making good plans and being disciplined, and having positive minds that they can memorize the Qur'an well, to strengthen the self-efficacy of students so that they can maintain the memorization of the Qur'an also able to complete it according to the target. Thi study aimed to determine the role of optimism towards self-efficacy in memorizing the Qur'an in 5th and 6th grade students of SD X Banjarmasin, as well as to determine the level of optimism and self-efficacy that students have in the process of memorizing the Qur'an.

METHOD

The research used quantitative research with an associative approach that aimed to explain the role or influence of the optimism variable with the self-efficacy variable. Data collection used questionnaires. Data analysis was performed using the help of IBM SPSS For Windows Software Version 22. Researchers analyzed this research data, including the descriptive test, t-test, normality, and linearity assumption test. Meanwhile, to answer the hypothesis, this study used the equation contained in a simple

linear regression test. Participants in this study involved 100 students from grades 5 and 6 of Elementary School X in Banjarmasin. The researchers used probability sampling, especially simple random sampling, which means that the sample is taken randomly without looking at the strata in the population (Sugiyono, 2019). With these techniques, every 5th and 6th grade student has the same chance of being a research sample. The characteristics of the research sample were students who have memorized the Qur'an since they were in grade 1 of Elementary School.

The research instrument used a psychological scale made by researchers from the variables of optimism and self-efficacy by using a Likert scale. The Likert scale provides four answer criteria such as very appropriate (SS), appropriate(S), not appropriate (TS), and very inappropriate (STS). Answer scores on favorable items are SS=4, S=3, TS=2, and STS=1. Answer scores on unfavorable items are SS=1, S=2, TS=3, and STS=4.

The optimism scale was based on Seligman, namely *permanence*, *pervasiveness*, and *personalization*. There were 15 items on the optimism scale before the trial. After conducting the validity test, 1 item was eliminated, so the number of items tested on respondents was 14, with a reliability value of 0.780.

Table 1. Optimism Scale Blueprint

Aspect	Indicator	Item		Total
		F	U	
Permanence	a. Students perceive the success of memorizing verses/surah in the Qur'an as a state of self-settlement, and they will always be able to reach the target of memorization	1,2	-	5
	b. Students perceive failure when unable to memorize verses/suras in the Qur'an as a temporary state and will not settle in themselves	3	6,7	
Pervasiveness	a. Students perceive that the success in memorizing Qur'an verses/surah will spread to all areas of their abilities so that in other lessons at school, they will also succeed	4,5	9	5
	b. Students perceive failure when memorizing the Qur'an verses/surah that are obtained will not spread to other parts of their abilities	8	10	
Personalization	a. Students perceive that success in memorizing Qur'an verses/surah is obtained from their abilities	12	-	4
	b. Students perceive that failure when memorizing Qur'an verses/surah comes from external factors	13,14	11	
Total		9	5	14

Meanwhile, the self-efficacy scale was adapted from the Layyin Tanal Zulfa scale, which had 44 items with a reliability value of 0.940 (Zulfa, 2014). The self-efficacy scale refers to aspects of Bandura, namely level, generality, and strength. There were 15 items on the optimism scale before the trial. After conducting the

validity test, two items were eliminated, so the number of items tested on respondents was 13, with a reliability value of 0.626.

Table 2. Self-Efficacy Scale Blueprint

Aspect	Indicator	Item		Total
		F	U	
Level	a. Belief in the ability of students to face difficulties in adding memorization of verses/surah of the Qur'an	1,2	-	3
	b. Belief in the ability of students to face difficulties in maintaining memorization of verses/surah of the Qur'an	-	3	
Generality	a. Students' belief in repeating the memorization of Qur'an verses/surah in various situations	-	4	4
	b. Students' belief to undergo a series of activities in the process of memorizing verses/surah in the Qur'an	6	5	
	c. Students' belief to motivate themselves in each activity in the process of memorizing verses/surah in the Qur'an	7	-	
Strength	a. Students' belief to survive in adding the memorization of verses/surah in a certain period	8	11	6
	b. Students' belief in maintaining concentration in memorizing Qur'an verses/surah	-	12	
	c. Students' belief to try to face obstacles when memorizing verses/surah in the Qur'an	9, 10	13	
Total		7	6	13

The hypothesis in this study is that there is a significant role between optimism and self-efficacy variables in memorizing the Qu'an in 5th and 6th grade students of SD X Banjarmasin.

RESULTS

Based on the data, before conducting the assumption test and testing the research hypothesis, the researchers first conducted a descriptive test on the variables of optimism and self-efficacy of students to find out the categories based on statistical calculations on 100 respondents. The results of the variable description can be observed in the following table:

Table 3. Variables Description

Variable	Category	F	%	Mean	SD
Optimism	Low	2	2%	35	7
	Medium	41	41%		
	High	57	57%		
Self Efficacy	Low	1	1%	32.5	6.5
	Medium	80	80%		
	High	19	19%		

Furthermore, the researchers conducted a t-test to determine the difference in optimism and self-efficacy average in the male and female sex groups and the 5th and 6th grade groups. The results obtained can be observed in the table below:

Table 4. Students' Optimism and Self-Efficacy T-Test Results Based on Sex and Grade

Variable	Based on Sex and Class	N	Mean	Sig. Levene's Test for Equality of Variances	Sig. 2-tailed
Optimism	Male	56	42.96	.960	.325
	Female	44	41.86		
	Class 5	50	42.90	.870	.450
	Class 6	50	42.06		
Self Efficacy	Male	56	35.41	.916	.237
	Female	44	34.41		
	Class 5	50	35.12	.186	.722
	Class 6	50	34.82		

In the next stage, the researchers conducted an assumption test, namely the normality and the linearity tests, as a prerequisite to using a simple linear regression test on the hypotheses. The decision-making basis for the normality test can be seen in table one-sample Kolmogorov-Smirnov test. Based on the normality test, the value of Asymp sig.2 tailed is greater than the probability of $0.200 > 0.05$, which means that the data between the optimism and the self-efficacy variables are normally distributed. In the linearity test, the significance value found in column Deviation from Linearity is $0.303 > 0.05$, which means that the two variables have a linear relationship. So that the conditions for a simple linear regression test are met. The results of the linear regression test can be seen in the following table:

Table 5. Simple Linear Regression Test Results

Variable	R. Square	t count	t table	F count	F table	Sig .	UnstandardC coefficients	Regression coefficient
Optimism and Self-Efficacy	.449	8.943	1.985	79.976	3.94	.000	13.379	.508

The R Square value in Table 3 above is 0.449. This shows that the role of optimism (variable X) on self-efficacy (variable Y) is 44.9%. In contrast, the remaining 55.1% were influenced by other variables that were not studied. The F count value is 79.976, while the F table with a significance of 0.05 is 3.94. So the value of F count $>$ F table ($79.976 > 3.94$) means that the optimism variable (X) has a simultaneous effect on the self-efficacy variable (Y).

In the unstandardized coefficients column, there is a constant number $a = 13.379$. This number means that if there is optimism (variable X), then the consistent value of self-efficacy (variable Y) will increase by 13.379. The value of the regression coefficient of the optimism variable is $b = 0.508$, meaning that each addition of 1% of students' optimism will increase students' self-efficacy by 0.508. The regression coefficient value of the optimism variable is not marked minus (-), which means that optimism plays a positive role in students' self-efficacy.

Furthermore, the t-count value can be seen in Table 3 above, which is 8.943. The t table is 1.985. So it can be interpreted that the value of t count $>$ t table ($8.943 > 1.985$). Then the significance value can be seen in the table of 0.000, which means that

the value of $\text{sig} < 0.05$. The decision-making criteria are if the t count value $> t$ table and the significance value < 0.05 (Priyanto, 2018). Based on these calculations, it can be concluded that there is a significant role between optimism and self-efficacy variables in memorizing the Qur'an in Elementary School students.

The additional analysis made by the researcher is the calculation of the main forming aspects in each variable which can be seen in the following table:

Table 6. Calculation of Main Forming Aspects

Variable	Aspect	%
Optimism	Permanence	35 %
	Pervasiveness	35%
	Personalization	30%
Self Efficacy	Level	24%
	Generality	28%
	Strength	48%

From table 4, it can be seen in the optimism variable the most influential aspects that shape student optimism in memorizing the Qur'an are aspects of permanence and pervasiveness. While in the self-efficacy variable, the most influential aspect shaping students' self-efficacy in memorizing the Qur'an is the aspect strength.

DISCUSSION

The results showed optimism of students in the 5th and 6th grades of SD X Banjarmasin; 2% had low optimism, 41% had moderate optimism, and as many as 57% had high optimism. Based on the data above, most students have high optimism. This means that students have a positive mind if they find failure when memorizing the Qur'an. Students do not make memorizing the Qur'an a heavy burden; they can convince themselves to continue trying to memorize the Qur'an, whatever the obstacles are.

Based on the calculation of the main forming aspects of optimism of grades 5 and 6 of Elementary School students X Banjarmasin, it was found that in shaping optimism, aspects of permanence, pervasiveness, and personalization have a role whose differences are not too significant, which means that the three aspects play an important role in shaping student optimism. The results of this study are in line with previous research by Salsabila Zara Mahasin (2022). It is found that the percentage of each aspect is not much different, which means that the combination of the three aspects has an important role in forming optimism in SMPQ Al Ihsan Jakarta in memorizing the Qur'an (Mahasin & Harsono, 2022).

This shows that students have a strong belief that the obstacles experienced when memorizing the Qur'an are only temporary and will soon pass, and consider their success when they can memorize the Qur'an well will continue to settle in them. Then the students also consider that success in memorizing the Qur'an will spread to all areas in them, meaning that the students can also succeed in other fields if they can succeed in memorizing the Qur'an, like academic achievement, which also increases. Students who

memorize the Qur'an can view success as the fruit of their efforts.

Following what Seligman said, that optimistic individuals will have a good impact on their daily lives. These impacts include that individuals will have good achievements in school, have more success in the future, can become a leader, and optimism must make individuals more vigorous and diligent in learning (Seligman, 2006). An attitude of optimism that makes individuals think positively that there are good events is in contrast to pessimism, which makes individuals think negatively. It means that someone who is optimistic believes that good events are settled, and bad events are temporary (Seligman, 2005).

Seligman says optimism can also be created by several factors. The first factor is social support. Those who have an optimistic sense are convinced that many others want to help each other when they need it. Second, a strong belief exists in optimistic people because they believe in their abilities. Third, self-respect is that those with high self-esteem are always motivated to constantly nurture positive thoughts about themselves and find something that masks their shortcomings. That person will continue to do better in the next life plan. Then the fourth is the accumulation of experience. Successful responses in responding to problems and successful achievements foster an optimistic attitude toward future obstacles (Seligman, 2008).

Regarding the self-efficacy variable, results show that self-efficacy owned by 5th and 6th grade students of SD X Banjarmasin is that 1% of students have low self-efficacy, as many as 80% of students have moderate self-efficacy, and as many as 19% of students have high self-efficacy. From the data above, it can be seen that the level of self-efficacy that most students have is in the medium and high category; the students have a strong belief in their abilities they can memorize the Qur'an well.

It was found that the aspect that played the most role in shaping students' self-efficacy was the aspect of strength which was indicated by a value of 48%. This shows that students have a strong belief in continuing to memorize the Qur'an within a predetermined time, such as the number of memorizations given in one day; at least they can memorize as many as 1 verse. The aspect of strength also indicates that the students are not easily disturbed by their friends when memorizing the Qur'an; they have a strong spirit to correct past memorization and still try as hard as possible despite the obstacles that come in the process of memorizing.

Besides, aspects of level and generality have a fairly low role in forming 24% and 28% of students' self-efficacy. This shows that students still have difficulty memorizing sentences whose lafadz have many resemblances and repeating memorization from long verses/surah. It is difficult to concentrate when memorizing in crowded situations, and most students do not have idols that can be used as a source of motivation to continue memorizing the Qur'an.

The results of the study conducted by Mufidah (2015) also showed the same thing; namely, the level of self-efficacy in female students who memorize the Qur'an in

the Pesantren Nurul Furqon Malang is more dominant in the medium category. The dominance of the moderate category in memorizing the Qur'an can be caused by differences in individual views regarding the degree of difficulty of memorizing the verse or surah. Some students may feel they can memorize well, but their efforts have not been maximized. Students who memorize the Qur'an can smoothly memorize short verses but still find it difficult to memorize long verses, especially if the situation is accompanied by a series of tasks that require students to complete them at the same time. The ability to deal with these various situations is the difference in students' level of self-efficacy in memorizing the Qur'an (Mufidah, 2015).

In addition to the supporting aspects of self-efficacy described above, various other factors were also found to support the high self-efficacy of students. Students with a high level of self-efficacy in memorizing the Qur'an may have different experiences they get from others. According to Bandura, we can form good self-efficacy if we study and develop the source of formation, which comes from the knowledge gained when we solve a problem, know stories from other people's experiences, verbal persuasion, and physical and psychological states. The explanation above can be framed as factors that can create confidence in themselves. This is self-efficacy obtained directly from experience, not directly obtained from experience, achievement, knowing the experience of others, motivation from words, and emotional conditions. (Fiest & Fiest, 2008)

Optimism has a dominant role in shaping self-efficacy in memorizing the Qur'an of 5th and 6th grade students of SD X Banjarmasin. This is shown through the t count value $> t$ table ($8.943 > 1.985$) and the significance value < 0.05 . Then the value of F count $> F$ table shows that optimism simultaneously affects self-efficacy in memorizing the Qur'an of 5th and 6th grade students of SD X Banjarmasin. Optimism has a fairly high role in self-efficacy, shown by the R Square value in the linear regression test, which is 0.449 or 44.9%. Meanwhile, 55.1% of those who could form students' self-efficacy were influenced by other variables that were not studied.

Based on the analysis above, in line with the theory conveyed by Bandura, self-efficacy can affect the cognitive aspects of one's optimism. Someone with good self-efficacy has a better attitude of optimism when doing a certain command (Bandura, 1997). In this case, students try to memorize the Qur'an better if they have optimism and self-efficacy. The existence of good self-efficacy makes a student able to imagine success in memorizing the Qur'an. The shadow of success then finally increases the optimistic attitude in the individuals to achieve a goal (Naibaho, 2017).

The results of previous research entitled "The Influence of Optimism and Empathy on the Self-Efficacy of Soccer School Students (SSB) Baturetno Banguntapan Yogyakarta" show that the influence of optimism contributes positively to self-efficacy and plays a role in shaping self-efficacy with a value of 14.0% (Agustika, 2012). Reivich and Shatte's research in 2002 also proved the results of their findings, namely

that self-efficacy is often paired with optimism. Optimism can bequeath many good things related to self-efficacy in earnest. This kind of optimism usually motivates individuals to work more actively on finding solutions so that the situation can be overcome properly. (Reivich & Shatte, 2002)

The findings in this research are also in accordance with research conducted by Stephen Morton, Amanda, and Peter in 2013. They concluded that optimism and self-efficacy had a significant relationship. A student with a high level of optimism and self-efficacy will experience low anxiety, and it is impossible to experience depression because the student can adapt well to every pressure in his life (Morton et al., 2014).

Hsu Michael states that when a person has high self-efficacy, they will have a greater attitude of optimism to display better behavior change (Michael et al., 2011). In their research, Saleem, Saba, and Adnan (2012) explained that self-efficacy and optimism have a relationship in the process of generating confidence in the strengthening of positive expectations for success. Someone who cultivates belief in themselves can generate positive expectations for success in the future (Akhtar et al., 2013).

From the results of the analysis of this study, coupled with the findings of previous studies, the researchers concluded that students who have self-efficacy or a strong belief that they can memorize the Qur'an would show a good attitude of optimism and expend all their abilities to obtain the best results in the future.

CONCLUSION

The results of this study indicate a significant role between optimism and self-efficacy in memorizing the Qur'an in 5th and 6th grade Elementary School students in Banjarmasin, as evidenced by the R square value of 44.9%. The level of optimism that students have is at a high level, and the level of self-efficacy is at a medium level. The results of the equation of the two variables also have a positive relationship. This means that the higher the student's optimism, the higher the self-efficacy in memorizing the Qur'an in 5th and 6th grade students of SD X in Banjarmasin.

The implication of this study for the school is that the school needs to maintain the attitude of optimism and self-efficacy of students by conveying the development of the best student in memorizing to their friends, making a certificate of the number of memorizations of the Qur'an for each student so that it becomes a spirit for the student, can also be by holding a competition *hafiz* Qur'an at the end of the semester, and giving *reward* to students who have the most memorization achievements so that it can maintain the spirit of students in memorizing the Qur'an to have better achievements.

In addition, parents of students are expected to be more able to give attention and encouragement to their children by accompanying their children and participating in memorizing the Qur'an at home, advising children that the activity of memorizing the Qur'an is a noble activity because it carries out the command of Allah and Prophet

Muhammad, informing the children that the memorizing the Qur'an will get the most beautiful gift from Allah, namely pairing a crown of light to both parents in His Paradise, and giving appreciation to the children when they can memorize well. Because parents have an important role in forming a strong character and optimistic soul in children, the influence of optimism gives them high self-efficacy in their tasks of memorizing the Qur'an.

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