

## **THE EFFECT OF GRATITUDE AND ACADEMIC SELF EFFICACY ON STUDENTS' ACADEMIC ENGAGEMENT**

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### **ABSTRACT**

Engagement plays an important role in academic success and in the world of work; it is a hallmark of an optimal learning experience (Bilge, Tuzkol, Dots & Cetin, 2014). Engaged students usually do well in their studies (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2007; Salanova, Schaufeli, Martinez, & Bresó, 2010). Therefore, academic engagement is needed for students, so that the objectives of the academic process activities can be achieved effectively and efficiently. This study aimed to determine the effect of gratitude, academic self-efficacy, on academic engagement. The sample in this study was students of the Faculty of Psychology, State Islamic University Raden Fatah Palembang with a total population of 968 students. The sample in this study amounted to 155 students of the psychology faculty. The sampling technique in this study used a non probability sampling technique, which means that not all students have the same opportunity to be used as research samples. Data analysis was carried out by linear regression analysis at a significance level of 0.005, using the SPSS.20 application. The results showed that there was a significant effect of gratitude, academic self-efficacy on academic engagement ( $R^2 = 29.4\%$ ). The results of the hypothesis test showed that gratitude and academic self-efficacy had a significant effect on academic engagement.

**Keywords:** Academic Engagement, Academic Self-efficacy, Gratitude

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### **INTRODUCTION**

The academic world has interesting dynamics to study, and tertiary institutions are no exception, such as problems in the learning process including the low interest of students in their involvement in academic activities, lack of participation and tend to be passive in discussion during the lecture process in class, and lack of initiative in finding references of course material. The results of the pilot study on the Faculty of Psychology lecturers illustrated that there were students who lacked interest in the activities organized by the Faculty, even though they had been advised to participate in the activities, but there were still students who did not take part in these activities. Another thing is also reflected in the

less active class climate, students tend to be less independent because they only rely on the material delivered by the lecturer, and the low interest in literacy as measured by the few references used in learning.

Amerstorper & Freiin (2021) academic engagement depends on a variety of factors that are related to personal learner characteristics, the teacher, the teaching methodology, peers, and other features in the learning environment.

Engagement plays an important role in academic success and in the world of work; it is a hallmark of an optimal learning experience (Bilge, Tuzkol, Dots, & Cetin, 2014). Engaged students usually do well in completing their studies (Kuh, Kinzie, Buckley, Bridges, &

Hayek, 2007; Salanova, Schaufeli, Martinez, & Bresó, 2010). Academic engagement is student involvement in the lecture process both in academic and non-academic activities. This can be seen from the emotions, behavior, cognitive displayed by students in the university, faculty and classroom environment (Fredrick, 2004).

Academic engagement is widely suggested as a facility or a major factor in academic life, because engaged students tend to be more focused and tend to have high morale (Reyes et al, 2012). (Finn, 1997; Dharmayana et al, 2018) suggests that there is a significant relationship between academic engagement and academic success, the higher the academic engagement of students; the more able they are to resolve demands and obstacles in their studies so that they become more accomplished. The results of research conducted by Archambault, Janosz, Morizot, & Pagani in Bilge et al (2014) state that academic engagement is a factor that influences student dropouts.

Sari & Akmal (2017) conducted research on the relationship between academic engagement, self-efficacy and academic burnout with results that there was a significant relationship between academic engagement and academic burnout in college students. Academic engagement has a negative correlation with academic burnout, meaning that the more positive attitudes, behaviors and cognitive attitudes of students towards academic pressures and demands, the lower the likelihood they will experience academic burnout and vice versa. The results of this study are also in line with other studies which revealed that academic engagement is a good predictor of academic achievement as well as in the process of completing studies (Singh et al, 2013; Furrer & Skinner, 2003; Finn, 1989; Mark, 2000).

Varga & Meagan (2017) revealed that good expectations, attitudes, familiarity and

communication between teachers and students can increase academic engagement. Zhao et al's research (2021) also obtained results that showed this positive relationship between academic passion and academic engagement. In addition, this research also found important factors that promote academic engagement. Several other studies related to academic engagement were examined by Zulkifli (2018), namely the effect of grit, gratitude and academic engagement on student welfare, based on the results of the analysis it was found that there was a significant relationship between variables on academic engagement. The results of research conducted by Hashim et al (2015) about life satisfaction, resilience, purpose in life toward academic engagement also showed positive results, in other words all variables had a positive relationship to academic engagement, in this study the strongest relationship is in purpose in life (life goals) on academic engagement. Thamrin (2021) also found research results regarding the contribution of fulfilling basic psychological needs to academic engagement. The results show that basic psychological needs make a major contribution to academy engagement.

The results of research conducted by Zhen et al (2019) stated that gratitude has a direct and positive impact on academic engagement. Moreover, gratitude can have a positive effect on academic engagement by improving the relationship between educators and students.

In the results of a cross-sectional study conducted by King & Datu (2018) it was also found that gratitude is positively related to motivation and engagement. Research conducted by Nurrindar et al (2021) revealed that self-efficacy indirectly influences academic engagement through motivational mediator variables. Subsequent research also revealed that there was a significant effect of

self-efficacy on academic engagement (Fachmi, 2022). Chang & Chin (2015); Ahmed et al. (2018) found that there is a relationship between academic self-efficacy and academic engagement.

Rufaida & Prihatsanti (2017) researched other psychological internal factors that are also related to academic engagement (2017) explaining in a research report related to self-efficacy for school engagement showing the results that there is a positive and significant relationship between self-efficacy for school engagement. Muslihah & Purnamaningsih (2019) also suggested that self-efficacy and emotional stability significantly predicts student attachment to school. Other variables were also examined by Apriantini (2020), namely the influence of self-regulated learning, self-efficacy and parental support on academic engagement. The results of the study conclude that there is a significant independent variable influence on academic engagement. This is also in accordance with the research conducted by Fachmi (2019) which states that there is a significant relationship between self-efficacy and self-concept towards academic engagement.

From the previous research described above, it can be concluded that there are internal factors that affect the low or high academic engagement of students, including self-efficacy, gratitude, purpose in life, resilience, self-regulated learning, self-concept, and emotional stability. So, the researchers decided to use gratitude and academic self-efficacy as independent variables in this study.

Gratitude in Arabic comes from the word "syakara" which means praise for the goodness of fulfilling something, and showing it in behavior, in this case in the form of giving some of the favors that have been obtained to other people who need it (Sam, 2009). In

English, gratitude is called gratitude while in Latin it comes from the word gratia which means kindness, gentleness, and gratitude. The word gratia which is rooted in Latin is related to the meaning of generosity, kindness, giving (Emmons & Cullough, 2004). Ibn Abdullah, gratitude is pleasure for Allah's blessings in the form of acceptance with the heart after being understood with knowledge and being responded to in the form of actions, both verbally and in deeds. Gratitude is a factor that influences psychological well-being because gratitude is a personal trait that always thinks positively which is then implemented in positive behavior (Wood et al, 2009).

Self-efficacy in general according to Bandura (1997) is a belief in an individual's ability to organize and take the actions needed to achieve the desired goals. Self-efficacy tends to influence one's goals. Someone who has high self-efficacy will also set higher goals.

According to Owen and Froman (1988) academic self-efficacy is the belief in being able to express one's abilities in class or social situations, the belief in cognitive abilities and the belief in being able to do practical things related to academic activities. Academic self-efficacy is self-evaluation of one's abilities and becomes an opportunity for success in the academic environment (Robbins Luvier, Davis, & Langley, 2004). Sagone and Caroli (2014) argued that academic self-efficacy is an individual's belief that they will succeed in carrying out a given academic task. Academic self-concept refers to individual knowledge and perceptions of themselves in situations for achievement.

This study aimed to see the effect of gratitude and academic self-efficacy on academic engagement among students of the Faculty of Psychology State Islamic University Raden Fatah Palembang. The uniqueness of this research is to make gratitude

and academic self-efficacy as independent variables, which have not been found in previous research gratitude and academic self-efficacy as independent variables that connect or influence academic engagement as the dependent variable. Another uniqueness is that the lecture area (campus) is a place for research. Based on previous research references, there is still very little research on academic engagement conducted in the university realm, so this makes the authenticity and uniqueness of this research.

**RESEARCH METHODS**

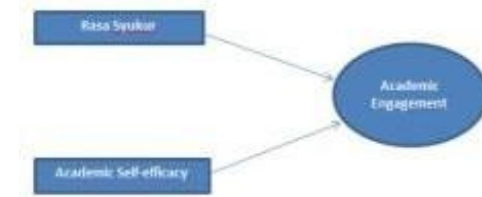
The dependent variable used in this study was academic engagement; while the independent variables used were gratitude and academic self-efficacy. The population in this study were students of the Faculty of Psychology, State Islamic University Raden Fatah Palembang. The sample in the study amounted to 155 students. The sampling technique used in this study was non-probability sampling, which means that not all populations have the same opportunity to be sampled. The technique was convenience sampling, namely choosing someone to be used as a sample as long as he or she is included in the criteria selected by the researcher. The data analysis used in this study was linear regression analysis using the SPSS.2.0 application. The research instrument used in this study was the academic engagement scale developed by Fredericks et al (2003), the gratitude variable used the measurement tool developed by Ahmad Rusdi (2016) in his journal entitled "gratitude in Islamic Psychology and its construction", and the academic self-efficacy scale created by Sagone & Caroli (2014).

**RESULTS AND DISCUSSION**

**Hypothesis Test Results**

The first step taken by the researcher was to look at the effect of the independent

variables, namely gratitude and academic self-efficacy on the dependent variable, namely academic engagement, as the basis for making the research analysis framework as follows:



Information: Independent Variable (Gratitude and Academic Self-efficacy). Dependent variable (academic engagement).

**Figure 1.1 Research Analysis Framework**

Based on Figure 1.1, the researcher created a framework to see the effect:

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.301 <sup>a</sup>	.294	.078	9.27522

a. Predictors: (Constant), TSelfe, TRS  
Independent variables, namely gratitude and academic self-efficacy on the dependent variable, namely academic engagement.

**Tabel1.1 ModelSummary R Square**

Based on table 1.1, it can be concluded that there is a significant effect of gratitude, academic self-efficacy on academic engagement, the R-Square value is 29.4 percent or (R2 = 29.4%). This means that the variables of gratitude and academic self-efficacy contributed 29.4% to academic engagement, as well as 70.6% of other variables that affected academic engagement outside of this study.

The results above were in line with the results of previous research conducted by

Zhen et al (2019) that gratitude has a direct and positive impact on academic engagement. Moreover, gratitude can have a positive effect on academic engagement by improving the relationship between educators and students. In the results of a cross-sectional

study conducted by King & Datu (2018) it was also found that gratitude is positively related to motivation and engagement.

From the explanation above, it can be concluded that gratitude has a positive influence on the academic engagement variable because individuals who have high gratitude will reflect it in their attitudes and actions in everyday life, both socially and in carrying out their academic activities.

In this study, academic self-efficacy also has a significant influence on the dependent variable, namely academic engagement. This is in line with the results of previous research conducted by Sari & Akmal (2017) which found that there was a significant relationship between academic engagement and academic burnout in students. Academic engagement has a negative correlation with academic burnout, meaning that the more positive attitudes, behaviors and cognitive attitudes of students towards academic pressures and demands, the lower the likelihood they will experience academic burnout and vice versa.

Nurrindar et al (2021) revealed the results that self-efficacy indirectly influences academic engagement through motivational mediator variables. Other studies have also found the same results that there is a significant relationship between self-efficacy variables on academic engagement (Chang & Chin, 2015; Ahmed et al, 2018; Fachmi, 2022; Rufaida & Prihatsanti, 2017; Muslihah & Purnamaningsih, 2019; Aprilini, 2020, Fachmi, 2019).

**Tabel 2.2 Anova**  
**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1255.488	2	627.744	7.297	.001 <sup>b</sup>
1 Residual	12646.375	147	86.030		

- a. Dependent Variable: TSE
- b. Predictors: (Constant), TSelfe, TRS

Based on table 2.2 it can be concluded that the independent variable has a significant influence on the significance value of 0.001. That is, gratitude and academic self-efficacy have a significant influence on academic engagement.

**Tabel 3.3 Coefficients**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	36.197	5.928		6.106	.000
1 TRS	-.128	.092	-.118	1.401	.163
TSelfe	.212	.076	.236	2.793	.005

- a. Dependent Variable: TSE

Based on table 3.3 it can be concluded that:

1. The gratitude variable has a regression coefficient of -0.128 with a value of  $p = 0.163$  ( $p < 0.05$ ), which means that the lower the gratitude the students have, the lower their academic engagement will be, but in this study, it is not significant.
2. The academic self-efficacy variable has a regression coefficient of 0.212 with  $p$  value = 0.005 ( $p < 0.05$ ) which means that the lower the academic self-efficacy of students, the lower the academic engagement of students, but in this study it is significant.

**CONCLUSION**

There is a significant and positive relationship between gratitude and academic self-efficacy on academic engagement in students of the Faculty of Psychology, State Islamic University Raden Fatah Palembang, which indicates that the higher one's gratitude, the higher the academic engagement. Likewise, the higher academic self-efficacy,

the higher one's academic engagement will be with an R Square value of 0.294%. From the results of the analysis above it can be concluded that if gratitude and self-efficacy of the students of the Faculty of Psychology State Islamic University Raden Fatah Palembang are high, then the student's academic involvement will also be high such as participating in activities organized by the Faculty, playing an active role in class discussions, and having high initiative to learn independently.

High gratitude gives a positive role, by having high gratitude then this will be reflected in student behavior in carrying out academic and non-academic activities so that students will have good academics. Academic self-efficacy gives the role of self-confidence in students in the academic field of their abilities, and considers themselves capable so that it creates positive behaviors that direct students with academic involvement.

Suggestions for future research are to use other variables that are not used in this research, as well as expand the place of research, not only in one particular faculty but in the scope of the University.

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