Role of Teacher Support and Self-Capability in Engagement with Students at Mas Tahfizhil Quran Medan

Yushar Tanjung*, Universitas Negeri Medan, Indonesia
Aditya Darma, Universitas Islam Sumatera Utara, Indonesia
Ihsan Syahaf Nasution, Universitas Negeri Medan, Indonesia

ABSTRACT
This research aims to explore the role of teacher support and self-efficacy in influencing student engagement in the Mas Tahfizhil Quran education program. Student engagement is an important factor in the success of tahfizh programs, but the factors that influence it are not yet fully understood. Quantitative research methods were used by collecting data through questionnaires distributed to Mas Tahfizhil Quran students. Data analysis was carried out using descriptive statistical techniques and regression to evaluate the relationship between the variables studied. The results showed that teacher support had a significant influence on student engagement in the tahfizh program, with strong support from teachers tending to increase the level of student engagement. Apart from that, students' self-efficacy is also proven to have a significant impact on the level of engagement, where students with better self-efficacy tend to be more involved in learning activities. This research provides a better understanding of the factors that influence student engagement in the Mas Tahfizhil Quran education program, as well as practical implications for increasing the effectiveness of the program through increasing teacher support and fostering student self-efficacy.

INTRODUCTION
Education is an activity that lasts throughout human life and is an important element in determining the progress of a nation. Quality teaching produces quality human resources which are the impact of developing experience. Growing experience is fundamentally important for training and is a major movement in the field of schooling. Law of the Republic of Indonesia number 20 of 2003 concerning the state school system, article 1 paragraph (1): schooling is a planned and conscious individual effort in paying attention to learning conditions and fostering experience with the aim of students developing their potential effectively to have capacity. in strict worldliness, wisdom, character, knowledge, honorable people, and requirements in the abilities of oneself, society, state and state (Nasution & Hanum, 2020). The quality of education is greatly influenced by the learning process in the classroom.

Learning in the classroom takes place as a process of interaction with all situations that exist around the individual. Someone who has learned will have an impact on relatively permanent changes in behavior and show maximum learning results. Education in schools is expected not only to foster rational intelligence, which is a model of understanding that students usually understand, but also to foster student involvement in the learning process (Willsms, 2003). Most students who are involved in academic and non-academic activities at school have good and developing relationships with other students and teachers at their school. They identify processes and assess the results received from the school. However, there are still many students who are not involved. They do not believe that activities at school will provide experiences and influences in the future.

Student commitment in school is a mental cycle described by the consideration, appreciation, speculation, effort, and contribution of students given to the most common way of learning in school (Dharmayana et al., 2012). (Hart et al., 2011) characterized students' commitment behavior based on three social cues: systems for overcoming scholastic challenges (mental commitment), effort displayed in class when facing assigned tasks (social commitment), and feelings of preference for learning practice and sentiment. which is good for the school (emotional commitment).

Those who feel there is no support from teachers and friends at school gradually withdraw from school life. Students who show such behavior feel underestimated by their school and become the biggest challenge faced by teachers and school administrators (Willsms, 2003). Student engagement refers to the extent to which a student participates in his or
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her school's academic and non-academic activities. (Trowler, 2010) states that students invest their time, energy and resources to optimize the learning process at school. This involvement usually consists of psychological components related to a sense of belonging, acceptance, and willingness to participate in school activities. Another aspect of the psychological component relates to whether students value school success and whether they believe that education will benefit them personally and economically. Students who do not feel welcome at school or refuse to be involved with school will feel isolated and disaffected by the learning process. The participation component of engagement is characterized by factors such as school attendance in class, completing homework, attending lessons, and engaging in extracurricular activities at school (Darma et al., 2022)

Student activity at school is very important because, with student activity, it is hoped that the learning process at school will take place effectively. Developing experiences can actually encourage students to achieve educational goals, including the possession of strength, calm, character, knowledge, honorable ethics, and the necessary abilities, without the help of other people, society, the state, and the state (Nugraha, 2017). Dynamic student commitment in school is called student commitment. Student commitment in scholastic practice is a mental cycle that includes consideration, premium, speculation, and student effort dedicated to developing experiences (Purba & Sumantri, 2019). Students' sense of belonging at school and their participation in school activities are examples of engagement, which is viewed as a tendency to learn, collaborate with others, and function within social institutions. Research on student commitment is concerned about its relationship to academic achievement and students' outcomes from their commitment and work in school. Student commitment to an educational experience has many positive impacts, both for students, educators, and schools. Students who are committed to learning generally have a positive mood, enthusiasm, are willing to go, have integrity in carrying out their obligations and work as students, and have a high sense of enjoyment in completing school guidelines. The presence of student commitment is also able to reduce adolescent deviant behavior (Schaufeli et al., 2002).

Student engagement can be defined as involvement that uses students' time and energy in studying material and skills, interacting with other students in class, presenting material, and having emotional involvement in their learning activities (Dixson, 2015). The student engagement that students have is very helpful in the learning process because it can enable students to develop themselves to the maximum. If there is no involvement felt by students, the meaningful benefits they receive will be reduced, so that the aim of education to help develop students' potential and personalities will not be achieved optimally.

As for the phenomenon that occurs, teachers do not pay attention to students' overall abilities. In the learning process, teachers were also found who still labeled students with certain names, which had an impact on student engagement at school. Good interpersonal relationships with teachers and support at school can produce more positive academic grades and a sense of school satisfaction in students. These students are also more academically engaged (Klem & Connell, 2004). Forms of support that can be provided by teachers include facilitating a clear structure in the classroom by conveying what students must achieve in an activity, for example, by conveying assignment assessment indicators. What should students achieve by paying attention to their abilities? Likewise, teachers also pay attention to students' abilities. If students have not been able to overcome challenges, teachers provide feedback and information about how they can overcome them (Hill, 2014).

(Chen, 2004) defines teacher support as support from teachers given to individuals to support academic activities at school. Teacher support itself is an interpersonal relationship carried out by the teacher in an educational way and followed by providing a place for students to be involved, facilitating the willingness to act in accordance with students' interests, choices and values. Social support, one of which can be provided by teachers, refers to the pleasure felt, the burden of care, or help and acceptance from other people, in this case, students at school (Sarafino, 2011). Sanderson stated that teacher support is a form of acceptance from a person or group of people towards an individual, which gives rise to the perception in him that he is loved, cared for, appreciated and helped.

According to Sardiman, students are people who come to an institution to acquire or study knowledge and develop the potential of their human resources through teaching activities. (Muhbbin, 2004) states that students are those who are specifically given by their parents to take part in learning held at school with the aim of becoming human beings who have knowledge, skills, experience, personality, morality and independence. According to (Khan & Karim, 2010), a student is someone who comes to an institution to obtain or study some type of education. Survival is an assessment of an individual's capacity or skills to carry out tasks, achieve goals, and overcome obstacles. Self-sufficiency refers to an individual's certainty or ability to prepare the inspiration, mental capacity, and activities necessary to meet the needs
of the situation. Apart from external factors, student engagement is also influenced by internal factors. One of the internal factors is that students must have self-efficacy. Internal factors refer to students' self-confidence that they are able to carry out the tasks that are their responsibilities as students. Self-efficacy is very important and is a student's basic capital in facing the learning process. This is a major component of Bandura's social-cognitive theory, which posits that behavior is strongly stimulated by self-influence. Self-efficacy is an individual's belief regarding his ability to produce performance that has an influence on events that affect his life.

METHODS

In this study, the method employed is a quantitative research design with a correlational approach (Sugiyono, 2017). According to Sumanto (2014), correlational research aims to determine whether there is a relationship or influence, and to what extent such relationship or influence exists between two or more variables. The correlational approach is a research method used to ascertain the relationship and degree of association between two or more variables without attempting to influence these variables, thus avoiding variable manipulation. The correlational approach is employed to detect the extent to which the variation in one factor is associated with the variation in one or more other factors, based on correlation coefficients (Darma & Joebagio, 2018). Data for this study were gathered from the Mas Tahfizhil Quran Education Program in Medan. Quantitative research methods were used, collecting data through distributed questionnaires to Mas Tahfizhil Quran students. Data analysis was conducted using descriptive statistical techniques and regression to evaluate the relationship between the variables under investigation.

DISCUSSION

Exactly the same thing is expressed in the side effects of speculation testing: The first hypothesis, H1, is accepted. This shows that there is a significant relationship between student involvement (Y) and teacher support (X1). This is indicated by the coefficient value (rxy) = 0.481 with p = 0.0020.050, meaning that there is a positive relationship between educator support and student commitment; student engagement increases in direct proportion to the level of teacher support. The magnitude of the relationship between teacher support and student involvement can be seen from the coefficient of determination (r2), which is 0.257, or equal to 25.7%. This figure means that teacher support contributes 25.7% to student engagement at Karya Bunda Deli Serdang Middle School. Meanwhile, the remaining 74.3% is related to other factors not examined in this research, such as cultural factors, social factors, psychological factors, and other personal factors that can influence students to be more active even though teacher support is low.

This research is in accordance with previous research conducted by Rahmani and Eryani (2020) entitled The Relationship between Educator Support and Student Commitment in "X" Bandung Middle School Students. The correlation between teacher support and student engagement for students at SMP "X" Bandung (r =.686, p 0.01) can be summarized as follows: Instrumental support (r =.641, p 0.01) is the dimension of teacher support that has the strongest correlation with engagement with students. All dimensions have a significant correlation with student engagement, namely emotional support, instrumental support, and cognitive support. These results are supported by research conducted by Federici and Skaalvik.

According to them, emotional support itself is considered less able to improve students' ability to understand lessons and improve students' skills in mastering various experiences that students experience because the form of support provided by teachers is mostly in the form of warmth, friendliness, and encouragement, and they accept students as they are rather than providing assistance in the form of real behavior. Exactly the same thing is expressed in the side effect of testing speculation: the second theory (H2) is recognized. This shows that there is a very large relationship between survival (X2) and student commitment (Y). This is indicated by the coefficient value (rxy) = 0.512 with p = 0.0000.050, meaning there is a positive relationship between survival and student commitment; the higher the survival, the higher the student's commitment. The magnitude of the relationship between survival and student commitment can be seen from the guarantee coefficient (r2), which is 0.291, or the equivalent of 29.1%. This figure means that self-efficacy has a contribution of 29.1% to student engagement at Karya Bunda Deli Serdang Middle School.

The remaining 70.9% is related to other factors not examined in the research, such as successful experiences, other people's experiences, and students' physiological and emotional states. This research is also in line with research conducted by Sulyani entitled The Relationship between Self-Efficacy and Student Engagement in Man 2 High School Students. The consequence of this review is getting a relationship coefficient w of 0.998 with p = 0.000 < 0.050, which is very large. This means that the speculation put forward is acknowledged. It is assumed that student engagement is
proportional to their level of self-efficacy; or vice versa, the lower the student's self-sufficiency, the lower the degree of student commitment to the school.

The results of hypothesis testing state that hypothesis three (H3) is accepted. This proves that there is a significant relationship between teacher support (X1), self-efficacy (X2) and student engagement (Y). This is shown by the coefficient value (rxy) = 0.562 with p = 0.0020.050, meaning there is a positive relationship between teacher support and self-efficacy and student engagement. The higher the teacher support and self-efficacy, the higher the student involvement. The magnitude of the relationship between teacher support and student self-efficacy and involvement can be seen from the coefficient of determination (r2), which is 0.327 or equal to 32.7%.

This figure means that teacher support and self-efficacy have a contribution of 32.7% towards student involvement among Karya Bunda Deli Serdang Middle School students. Meanwhile, the remaining 67.3% is related to other factors not examined in this research, such as individual student factors related to student characteristics, internal motivation, and students' emotional states, as well as environmental factors related to friendship relationships, family support, and climate at school. The results of this research are also in line with research conducted by Jani, whose research revealed that there was a significant relationship between student engagement and teacher support. The correlation coefficient shows that the two variables form a positive relationship, which means that the higher the level of teacher support, the higher the level of student engagement behavior in high school students. Conversely, the lower the level of teacher support, the lower the level of student involvement. Teacher support accounts for 33.9% of its influence on student engagement, while the remaining 66.1% is influenced by other factors.

Research on student commitment is concerned about its relationship to academic achievement and students' outcomes from their commitment and work in school. Student commitment to an educational experience has many positive impacts, both for students, educators, and schools. Positive conditions, enthusiasm, high energy, total commitment to their roles and responsibilities as students, as well as a keen sense of obeying school rules, are the characteristics of the students involved. In several studies, students who have an attachment to school are known to increase their academic success. Students who attend school regularly and never skip class, concentrate on their studies, enforce discipline and obey school rules, and avoid bad behavior generally get higher grades and perform better in exams.

**CONCLUSION**

The instructor support variable (X1) and the student commitment variable (Y) have a positive and critical relationship, as indicated by the coefficient value (rxy) = 0.481 with p = 0.0020.050. This shows that the student involvement variable is directly proportional to the teacher support variable. The survival variable (X2) and the student commitment variable (Y) have a positive and large relationship. This is indicated by the coefficient value (rxy) = 0.512 with p = 0.0000.050, meaning there is a positive relationship between survival and student commitment; the higher the survival, the higher the student's commitment. The instructor support (X1) and survival (X2) factors, as well as the student commitment variable (Y), have a positive and critical relationship. This is indicated by the coefficient value (rxy) = 0.562 with p = 0.0020.050, meaning that there is a positive relationship between instructor support for survival and student commitment. The higher the teacher's support and independence, the higher the student's commitment.

**REFERENSI**


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