

# Students Engagement in Memorizing Al-Qur'an

Hanna Maryama<sup>1</sup>, Yunita Faela Nisa<sup>1</sup>, Fadilah Suralaga<sup>1</sup> and Rena Latifa<sup>1</sup>

<sup>1</sup>Faculty of Psychology, UIN Syarif Hidayatullah Jakarta, Jl. Ir. H. Juanda, No. 95, Tangerang Selatan, 15412, Indonesia

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**Abstract:** This research explores the formation of students engagement in memorizing Al-Qur'an. We predict motivation, self-efficacy, and social support as factors contribute to students engagement formation. Participants are 357 pesantren (tahfidz) students in Indonesia. Using quantitative methods, we delivered the questioner measuring: (1) students engagement, (2) motivation, (3) self-efficacy, and (4) social support. The result showed that there is a significant influence of motivation, self-efficacy, and social support as factors contribute to students engagement in memorizing Al-Qur'an. The sub variable 'amotivation', self-efficacy and peer support are significantly influence the engagement process.

## 1 INTRODUCTION

Nowadays many Indonesian Muslim communities are keen to become the memorizers of the Qur'an. The Indonesian movement of memorizing the Quran has boosted the people's spirit to memorize the Qur'an. Some institutions or pesantrens have sprung up and developed to provide programs for memorizing Al-Quran especially for children and adolescents. Many schools offer programs to memorize the Qur'an. In addition, many pesantren have programs to produce hafiz and hafizoh or Qur'an memorizer (Hanifa & Zuhri, 2013).

Memorizing the Qur'an is a long process that requires high engagement. Active engagement is critical to the success of *santri* (*santri* is a pesantren student) education (Finn & Rock, 1997; Wang & Holcombe, 2010 in Wang & Eccles, 2013). The engagement of *santri* is essential to complete an education without stopping and with relatively high achievement (Hirschfeld & Gasper, 2011 in Bilge, 2014).

In short term, *santri*'s school engagement can predict learning, assessment and achievement test scores, whereas in the long term can predict attendance patterns, memories, graduation and academic resilience (Skinner, et al., 2008). Currently, and especially at the intermediate level, increasing engagement is an explicit goal of schools aimed at addressing the issues of boredom and

alienation, underachievement, and high dropout rates (Marks, 2000 in Wang & Eccles, 2013).

In order to promote the engagement of *santri*, it is important to understand the factors that influence the engagement of *santri*. One of the factors that influence the *santri*'s school engagement is motivation. The research by Podlog et al. (2015) suggests that autonomy motivation (i.e intrinsic motivation and identification regulation) is positively associated with engagement. While external regulation and amotivation are negatively related to engagement.

In addition to motivation, self efficacy can also affect *santri* engagement. Self efficacy is a person's judgment about his or her own ability to perform certain behaviors or achieve certain goals. Someone is more likely to engage in certain behaviors when they are confident that they are able to execute that behavior successfully when they have high self-efficacy (Bandura, 1997). Research in natural settings and experiments conducted by Ouweneel, Schaufeli, and Blanc (2013) show that self efficacy is directly related to engagement and performance in performing a specific task.

The engagement of *santri* is also influenced by external factors. Students are more likely to have behavioral and emotional engagement in school when teachers and peers provide a socially caring and supportive environment (Wang & Eccles, 2013). In addition to peers and teachers, parents also have an influence on *santri* engagement. Wang and

Eccles (2012) found a positive relationship between parental support and all indicators of engagement in school. Based on previous studies, peer support, teachers and parents have an influence on *santri* engagement. This study would like to investigate further about whether the support of the greater influence on the engagement of *santri*.

## 2 CONCEPTUAL CONSTRUCT AND HYPOTHESIS

The engagement examined in this study is aimed at measuring the engagement of *santri* in memorizing Al-Quran which refers to theories regarding the engagement of students in the realm of education. Early research defines engagement as observable behavior such as participation and work time (Brophy, 1983; Natriello, 1984 in Fredrick, et al., 2011). Then the next research connects the emotional or affective aspects into the concept of engagement. Finn (in Fredricks et al., 2011) defines engagement as a construct consisting of a component of behavior called "participation" and an emotional component called "identification".

In subsequent developments, there are researchers who study the cognitive aspects of engagement, such as investment (resource use) in learning, perseverance in the face of challenges, and the use of deep strategies (Fredricks, et al., 2004 in Fredricks, et al., 2011). Some researchers also include self-regulation (a situation in which students show control of their learning actions) as one component of cognitive engagement (Pintrich & DeGroot, 1990; Miller, et al., 1996; in Fredrick, et al., 2011).

There are various perspectives in researching engagement. The dimensions used also vary. The most common engagement dimensions used in previous studies consist of behavioral, emotional and cognitive dimensions (Fredricks, et al., 2003, 2004, 2005, 2011, 2016; Goldschmidt, 2008; Wang & Eccles, 2012, 2013). Based on these studies, the following is an explanation of each dimension of engagement.

### 1. Behavioral engagement

Behavioral engagement is participation which involves engagement in academic activities. Behavioral engagement can be seen with several characteristics. First, the overall positive behavior, obedience, and lack of disturbing behavior. Second, engagement in general in carrying out academic tasks aimed at positive micro behaviors such as concentration, focus,

perseverance, effort and so on. Third, participation in school-related activities.

### 2. Emotional engagement

Emotional engagement is an affective reaction of students to school activities, such as pleasure and lack of boredom. Emotional engagement also includes identification, appreciation, interest or interest in school activities.

### 3. Cognitive engagement

Cognitive engagement is a cognitive investment in learning which includes mental efforts directed towards learning, the use of self-regulation strategies to learn and master concepts, and the willingness to exert the effort needed to understand complex ideas and master difficult skills.

In this research, *engagement* defined as a multidimensional construct that consists of behavioral, emotional, and cognitive dimensions (Fredricks et al., 2003).

*Motivation* defined as the underlying cause of someone to do something (Deci and Ryan, 1985 in Vallerand, et al., 1992). Dimensions of motivation used in this study are intrinsic motivation, regulation identified, introjected regulation, extrinsic motivation, and amotivation.

Amotivation is a lack of intention to do something. Intrinsic motivation is doing something to get satisfaction and pleasure from the activity itself, not from anything else. Conversely, extrinsic motivation is doing something to get things separate or different from the activities carried out. Extrinsic motivation consists of four types, namely:

- 1) Extrinsic motivation with the lowest level of autonomy is external regulation, for example doing something to get a prize or avoid punishment. This behavior is initiated and regulated by external causes and is experienced in the presence of feelings of control.
- 2) The next type of extrinsic motivation is regulation which is introjected in a small part which is internalized in which behavior is regulated by anxiety and avoidance of shame, guilt for failure, and by prizes in the form of appreciation and ego inflation for success. In this type, someone is controlled or pressured by themselves to do or achieve something with internal causes with the same functions as external controls regulate behavior externally

- 3) The next type of extrinsic motivation is regulation identified. When someone successfully identifies with the value of the target behavior, they will receive it more as their own. Identified is a relatively autonomous form of regulation, because a person feels satisfied and supports himself when acting in accordance with the behavior or values identified.

The most autonomous form of extrinsic motivation is integrated regulation where people not only identify values and regulate behavior but also build coherence with other aspects of their self-core (Ryan & Deci, 2009). This study does not measure integrated regulation because it is more relevant to people with well-formed identities and not for adolescence (Ratelle, et al. 2007). The higher the level of autonomy the higher the engagement (Connell & Wellborn, 1991; Ryan & Deci, 2000).

Intrinsically motivated students will be involved in school work because they enjoy the activity. They work on hard problems, try to answer difficult questions, and do their work because it is fun for them. Students who are motivated externally to do their assignments or overcome severe problems because they think they will get into trouble if they don't do it. Students with motivation introjected to do the task because they would feel bad if they could not solve it. This is related to self-esteem. While students with identified motivation complete school assignments because they feel important for their future goals (Connell & Wellborn, 1991).

*Self-efficacy*, defined as a person's belief in his/her ability to achieve the desired level of performance (Bandura, 1997). People with high self-efficacy attribute their failure to insufficient effort so they tend to try more things and get back on their feet. When people have a high level of self-efficacy, they tend to be more involved with goals and self-regulation, influencing the choice of directed activities on goals, business expenses, perseverance in the face of challenges and obstacles (Hefferon & Boniwell, 2011). Based on the description, the higher the self-efficacy the higher the engagement in memorizing the Qur'an.

*Social support*, defined as the individual's perception of the general or specific support (available or utilized) of the people in their social environment that increases their functioning and or protects them from the unfavorable (Malecki & Demaray, 2000, 2002). The dimensions of social

support used in this research are parent support, teacher support, and peer support.

Some literature states that there are four main types of social support, namely emotional, instrumental/real support, information, and personal feedback/assessment (Tardy, 1988; Tetzloff & Barrera, 1987; Vaux, Burda, & Stewart, 1986; Wills, Blechman, & McNamara, 1996 in White, 2009). Emotional support is what most people think of when they talk about social support that is marked by perceptions of attention and warmth. Instrumental support (i.e. real) refers to real "helping behaviours" such as giving advice, lending money, or sacrificing someone's time. Information support involves "accessibility of advice and/or guidance that is very helpful in dealing with one's personal problems". Then, appraisal support is uncritical personal feedback and is judged to be honest and helpful. In accordance with the purpose of this study, the dimensions of social support consist of the support of teachers, friends, and parents. Support from each source takes the form of emotional, instrumental, assessment and information support.

#### *Major Hypothesis:*

There is a significant influence of motivation, self-efficacy, and social support to the students (*santri*) engagement in memorizing the Qur'an.

#### *Minor Hypothesis:*

H1: There is a significant influence of intrinsic motivation on the motivational dimension to the students (*santri*) engagement in memorizing the Qur'an.

H2: There is significant influence of regulation identified in the dimension of motivation to the students (*santri*) engagement in memorizing the Qur'an.

H3: There is a significant influence of regulation introjected on the dimension of motivation to the students (*santri*) engagement in memorizing the Qur'an.

H4: There is a significant influence of extrinsic motivation on the dimensions of motivation to the students (*santri*) engagement in memorizing the Qur'an.

H5: There is a significant influence of amotivation on the dimensions of motivation to the students (*santri*) engagement in memorizing the Qur'an.

H6: There is a significant influence of self-efficacy to the students (*santri*) engagement in memorizing the Qur'an.

H7: There is a significant influence of parental support on the social support dimension to the

students (*santri*) engagement in memorizing the Qur'an.

H8: There is a significant influence of teacher support on the social support dimension to the students (*santri*) engagement in memorizing the Qur'an.

H9: There is a significant influence of peer support on the social support dimension to the students (*santri*) engagement in memorizing the Qur'an.

### 3 RESEARCH METHODS

#### Population, Sample and Sampling Technique

Population in this research is pesantren students (*santri*) at pesantren tahfiz Al-Qur'an. Samples were taken using convenience sampling technique. The sample in this study are 357 students.

#### Instruments

*Engagement Scale*, was adapted and modified from School Engagement Measure (SEM) -Mc Arthur developed by Fredrick, et.al, (2003).

*Motivation Scale*, adapted and modified from the Academic Motivation Scale (AMS) AMS is originally developed by Vallerand et al., (1992), but this research used the revised version by Ratelle, Guay, Vallerand, Larose and Senecal (2007).

*Self efficacy Scale*, adapted and modified from the Academic Efficacy in Patterns of Adaptive Learning Scales (PALS) developed by Midgley et al. (2000).

*Social support scale*, adapted and modified from Child and Adolescent Social Support Scales (CASSS) developed by Malecki, Demaray, & Elliot (2000).

#### Data analysis

To test the construct validity in this research, researchers used confirmatory factor analysis (CFA) with software Mplus 7.11. Meanwhile, to see the effect of IV on DV, the researchers conducted multiple regression analysis using SPSS 22.

### 4 RESULTS

Researchers test the hypothesis with multiple regression analysis techniques. In regression there are three things seen, that is seeing R square to know what percentage (%) of Dependent Variable (DV) variance explained by Independent Variable (IV), secondly whether overall Independent Variable (IV) significantly influence Dependent Variable (DV), then finally see the significance or not the regression coefficient of each Independent Variable (IV).

The first step of the research is to analyze how much contribution given by all Independent Variable (IV) to Dependent Variable (DV). Table R square can be seen as follows:

Table 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.574 <sup>a</sup>	.329	.312	188.712

a. Predictors: (Constant), Peers support, External, Amotivation, Efficacy, Parents Support, Introjected, Teacher support, Intrinsic, Identified

Based on table 1, it can be seen that the acquisition of R Square is 0.329 or 32.9%. This means that 32.9.5% of the variation in the engagement of junior students in memorizing the Qur'an can be explained by the variation of the entire Independent Variable (IV) i.e. intrinsic motivation, regulation identified, introjected regulation, external regulation, amotivation, self efficacy, parental support, teachers and peer support. The remaining 67.1% is influenced by variables outside this study.

The second step is to analyze the impact or influence of all independent variables on engagement. The test results F can be seen as follows:

Table 2: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	607.121	9	67.458	18.942	.000 <sup>b</sup>
	Residual	1.235.739	347	3.561		
	Total	1.842.860	356			

a. Dependent Variable: Engagement

b. Predictors: (Constant), Peers support, External, Amotivation, Efficacy, Parents support, Introjected, Teacher support, Intrinsic, Identified

Based on table 2 it can be explained that the significance is 0.00 (sig <0.05), the null hypothesis states that there is no significant influence of all Independent Variable (IV) i.e. intrinsic motivation, regulation identified, introjected regulation, external regulation, amotivation, self-efficacy, parental support, teacher support and peer support to students (*santri*) engagement in memorizing the Qur'an, are rejected. That is, there is a significant influence of motivation, self-efficacy, and social support to students (*santri*) engagement in memorizing the Qur'an.

The next step is to look at the regression coefficient of each independent variable. This can be

seen in the rightmost column. If the value of sig <0.05 then the regression coefficient is significant which means that the Independent Variable (IV) has a significant impact to students (*santri*) engagement in memorizing the Qur'an. The presentation is shown in the following table.

Table 3: Coefficient Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error				
1	(Constant)	33.156	2.289			
	Intrinsic Motivation	.127	.086	.228	1.473	.142
	Identified Regulation	.178	.163	.276	1.089	.277
	Introjected Regulation	-.051	.031	-.174	-1.619	.106
	External Regulation	-.107	.072	-.131	-1.496	.136
	Amotivation	-.020	.010	-.094	-2.062	.040
	Efficacy	.134	.024	.277	5.627	.000
	Parental support	-.010	.022	-.024	-.474	.635
	Teacher support	.029	.017	.089	1.715	.087
	Peers support	.058	.019	.152	3.089	.002

a. Dependent Variable: Engagement

Based on the regression coefficient in table 3, it can be concluded that the equation on the engagement is:

$$\text{Engagement} = 33.156 + 0.127 \text{ intrinsic motivation} + 0.178 \text{ regulation identified} - 0.051 \text{ regulation introjected} - 0.107 \text{ external regulation} - 0.020 \text{ amotivation} + 0.134 \text{ efficacy} - 0.010 \text{ parental support} + 0.029 \text{ teacher support} + 0.058 \text{ peer support}$$

Description \* = significant

From table 3, to see whether or not the resulting regression coefficient is significant, we simply see the Sig value of the rightmost column, if  $P < 0.05$ , the resulting regression coefficient signifies the effect on the engagement and vice versa. The explanation of the regression coefficient value obtained by each Independent Variable (IV) is as follows:

1. Intrinsic motivation variables: Regression coefficient value obtained is 0.127 with significance of 0.142, which means that intrinsic motivation variable positively does not affect significantly to engagement.
2. Regulatory variables identified: Obtained regression coefficient value of 0.178 with significance of 0.277, which means that the regulatory variables identified positively did not significantly affect the engagement.
3. Regulatory variables introjected: Regression coefficient obtained value of -0.051 with

significance of 0.106, which means that the regulated variable introjected negatively did not affect significantly to the engagement.

4. External regulatory variables: Obtain regression coefficient value of -0.107 with significance of 0.136, which means that the external regulation variable negatively does not significantly influence the engagement.
5. Variable amotivation: Obtained regression coefficient value of -0.020 with significance 0.040, which means that the variable amotivation negatively affect significantly to the engagement.
6. Variable efficacy: Obtained regression coefficient value of 0.134 with a significance of 0.000, which means that the efficacy variable positively influences significantly to the engagement.
7. Parent support variable: Regression coefficient value is obtained at -0.010 with significance of 0.635, which means that the parental support variable negatively does not significantly influence the engagement.
8. Teacher support variables: Regression coefficient value is obtained at 0.029 with significance of 0.087, which means that teacher support variable positively does not significantly influence engagement.
9. Variable support of peers: Regression coefficient value obtained by 0.058 with significance 0.002, which means that the support variable peer positively influences significantly to the engagement.

From the above results, the coefficient of amotivation, efficacy, and peer support significantly affect the engagement, while others do not. Amotivation has a negatively influenced influence on engagement. That is, the higher the amotivation the lower the engagement. The efficacy and support of peers has a positive influence on engagement. That is, the higher the efficacy and support of peers the higher the engagement.

Furthermore, the researcher wanted to know how to add the proportion of variance from each Independent Variable (IV) to the engagement. The magnitude of the proportion of variance in student engagement can be seen in table 4 below:

Table 4: Varians Proportion Independent Variable

Model	R	R Square	Change Statistics			
			R Square Change	F Change	df1	df2
						Sig. F Change

1	.436 <sup>a</sup>	.190	.190	83.5 28	1	355	.000
2	.437 <sup>b</sup>	.191	.001	.170	1	354	.681
3	.438 <sup>c</sup>	.192	.001	.612	1	353	.435
4	.443 <sup>d</sup>	.196	.004	1.83 9	1	352	.176
5	.467 <sup>e</sup>	.218	.022	9.57 4	1	351	.002
6	.542 <sup>f</sup>	.294	.076	37.7 70	1	350	.000
7	.543 <sup>g</sup>	.295	.001	.448	1	349	.504
8	.558 <sup>h</sup>	.311	.016	8.13 7	1	348	.005
9	.574 <sup>i</sup>	.329	.018	9.54 5	1	347	.002

- a. Predictors: (Constant), Intrinsic
- b. Predictors: (Constant), Intrinsic, Identified
- c. Predictors: (Constant), Intrinsic, Identified, Introjected
- d. Predictors: (Constant), Intrinsic, Identified, Introjected, External
- e. Predictors: (Constant), Intrinsic, Identified, Introjected, External, Amotivation
- f. Predictors: (Constant), Intrinsic, Identified, Introjected, External, Amotivation, Efficacy
- g. Predictors: (Constant), Intrinsic, Identified, Introjected, External, Amotivation, Efficacy, Parent Support
- h. Predictors: (Constant), Intrinsic, Identified, Introjected, External, Amotivation, Efficacy, Parents Support, Teacher support
- i. Predictors: (Constant), Intrinsic, Identified, Introjected, External, Amotivation, Efficacy, Parents Support, Teacher support

Based on table 4, it can be seen that there are five variables that contribute to the significant variation of engagement, i.e. intrinsic motivation, amotivation, efficacy, teacher support and peer support.

#### 4 CONCLUSIONS AND DISCUSSIONS

Based on the results of the hypothesis test, the conclusions obtained from this study is “there is a significant influence of motivation, self-efficacy and social support to the students (*santri*) engagement in memorizing the Qur'an”. Moreover, from the results of the minor hypothesis testing the significance of each regression coefficient Independent Variable (IV) to Dependent Variable (DV), it is found that the variables of amotivation, efficacy and peer support have a significant influence to the students (*santri*) engagement in memorizing the Qur'an.

Referring to the motivation variable, only amotivation has a significant influence on engagement. As for intrinsic motivation, the regulation is identified, introjected regulation, and external regulations have no significant effect on engagement. This is not in line with research by Podlog et al (2015) that autonomy motivation (i.e.

motivation (intrinsic motivation and identification regulation) is positively associated with engagement, whereas external regulation and amotivation are negatively related to engagement.

Nevertheless, the direction of the relationship between motivation and engagement in this study is in line with research conducted by Podlog et al (2015). Inherent intrinsic and regulatory motives have a positive relationship to the engagement in which the higher these two, the higher the engagement. In contrast, external regulation and amotivation have a negative relationship with engagement. The higher the external regulation and the lower the involved amotivation.

Amotivation has a negative influence on engagement. That is, the higher the amotivation the lower the engagement. This is in accordance with previous studies conducted on athlete students that the amotivation has a negative relationship to engagement. Amotivation describes a state of antipathy in which a person with an amotivation has no intent and purpose to achieve something. Amotivation is associated with a sense of helplessness that can prevent a person from engaging in doing something (Podlog et al 2015).

In addition to amotivation, efficacy has a significant effect on engagement. When amotivation negatively affects engagement, on the contrary efficacy has a positive effect on engagement. The higher the efficacy and support of peers the higher the engagement. Positive influence of efficacy on engagement in accordance with the research of Ouweneel, Schaufeli, and Blanc (2013) and Bilge, Dost, and Cetin (2014). This is also in accordance with the statement of Bandura (1997) that a person is more likely to engage in certain behaviors when they are confident that they are capable of executing the behavior successfully.

In addition to efficacy, peer support also has a significant positive effect on engagement. That is, the higher the peer's support the higher the engagement. This is in line with previous research that *santri* are more likely to have an engagement when a peer gives attention and supports socially. Peer support has a significant effect on youth engagement because adolescents have a great need for relationships with peers (Wang & Eccles, 2013).

In addition to peer support, this study also examined the effect of parental and teacher support on the engagement of *santri* students in memorizing the Quran. However, the results of this study indicate that parental and teacher support has no significant effect on engagement. This is not in accordance with Fernández-Zabala (2016) study that

there is a significant correlation between contextual variables i.e. family support, teachers and peers with student engagement in school. The study also shows that teacher support has the strongest correlation. Wang & Eccles (2012) states that the influence of peers on teenagers is stronger than the influence of adults around them.

However, the discrepancies or differences in the results of this study with previous research results may be due to several important factors such as sampling error, differences in the use of psychological measurements, background samples, and other things that are not investigated in this study. In addition, different cultural backgrounds between earlier research and this study may also lead to differences in outcomes.

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