

Psychological Analysis of Students' Self-Efficacy in Learning: A Comparative Study between Indonesian and Egyptian High School Students

Muhammad Hisyam Syafii¹, Husain Azhari²

Universitas Muhammadiyah Yogyakarta, Indonesia¹

Al-Azhar Cairo University, Mesir²

Email: hisyamsyafii@gmail.com

Abstract

Academic self-efficacy is critical in shaping students' academic performance and resilience. This study aims to compare the academic self-efficacy of high school students in Indonesia and Egypt, focusing on how contextual factors such as education systems and cultural norms influence this psychological construct. A quantitative cross-country comparative method was employed, involving 100 students (50 from Yogyakarta, Indonesia, and 50 from Cairo, Egypt) selected using proportional stratified random sampling. Data were collected using the Academic Self-Efficacy Scale, validated for cross-cultural contexts, and analyzed using independent sample t-tests, MANOVA, and SEM techniques. The results reveal that Indonesian students scored significantly higher across all dimensions of academic self-efficacy. For instance, the "Confidence in Mastery" dimension scored 75.34 for Indonesian students compared to 68.12 for Egyptian students ($p < 0.01$). In the "Academic Resilience" dimension, Indonesian students scored 69.88 versus 62.33 for their Egyptian counterparts ($p < 0.01$). Gender, socioeconomic status, and prior academic achievement emerged as significant demographic moderators. The study concludes that Indonesian students benefit from a supportive educational environment that fosters intellectual independence and resilience. These findings underscore the importance of culturally sensitive educational policies and interventions in enhancing students' psychological well-being and academic success.

Keywords: *Academic self-efficacy, comparative study, Indonesian education, Egyptian education, educational psychology.*

Abstrak

Efikasi diri akademis memainkan peran penting dalam membentuk kinerja dan ketahanan akademis siswa. Penelitian ini bertujuan untuk membandingkan efikasi diri akademis siswa sekolah menengah di Indonesia dan Mesir, dengan fokus pada bagaimana faktor kontekstual seperti sistem pendidikan dan norma budaya memengaruhi konstruk psikologis ini. Metode perbandingan lintas negara kuantitatif digunakan, yang melibatkan 100 siswa (50 dari Yogyakarta, Indonesia, dan 50 dari Kairo, Mesir) yang dipilih menggunakan sampel acak berstrata proporsional. Data dikumpulkan menggunakan Skala Efikasi Diri Akademis, divalidasi untuk konteks lintas budaya, dan dianalisis menggunakan uji-t sampel independen, MANOVA, dan teknik SEM. Hasilnya mengungkapkan bahwa siswa Indonesia mendapat skor yang jauh lebih tinggi di semua dimensi efikasi diri akademis. Misalnya, dimensi "Keyakinan dalam Penguasaan" mendapat skor 75,34 untuk siswa Indonesia dibandingkan dengan 68,12 untuk

siswa Mesir ($p < 0,01$). Dalam dimensi "Ketahanan Akademik", siswa Indonesia memperoleh skor 69,88 berbanding 62,33 untuk siswa Mesir ($p < 0,01$). Jenis kelamin, status sosial ekonomi, dan prestasi akademik sebelumnya muncul sebagai faktor demografi yang signifikan. Studi ini menyimpulkan bahwa siswa Indonesia memperoleh manfaat dari lingkungan pendidikan yang mendukung yang menumbuhkan kemandirian intelektual dan ketahanan. Temuan ini menggarisbawahi pentingnya kebijakan dan intervensi pendidikan yang peka terhadap budaya dalam meningkatkan kesejahteraan psikologis dan keberhasilan akademis siswa.

Kata Kunci: Efikasi diri akademis, studi perbandingan, pendidikan Indonesia, pendidikan Mesir, psikologi pendidikan

Introduction

Education is a crucial domain in developing individual and social potential, where psychological constructs such as self-efficacy play a fundamental role in determining students' academic success and personal growth (Zysberg, 2021). In an increasingly complex and competitive global context, an in-depth understanding of how students perceive their own abilities in the learning process becomes very significant, especially when we consider the diversity of cultural backgrounds and different education systems. Indonesia and Egypt, two countries with unique historical heritages and socio-cultural structures, provide interesting contexts to explore the phenomenon of self-efficacy in the context of secondary education (Syafii M. H., 2024).

As defined by Albert Bandura, self-efficacy is an individual's belief in their ability to complete specific tasks or achieve certain goals (Hussain, 2022). In education, this psychological construct not only influences learning motivation but also fundamentally shapes students' mindsets, problem-solving strategies, and academic resilience (Skinner E. A., 2023). Comprehensive cross-cultural research is essential to understand how contextual factors such as education systems, cultural norms, social pressures, and individual experiences can shape students' perceptions of their academic competence (Liu, 2022).

Empirical studies on self-efficacy across cultures suggest that variations in educational policies, instructional methodologies, and societal expectations significantly impact students' academic confidence. A comparative analysis of Indonesian and Egyptian students presents a unique opportunity to examine these dynamics. Indonesia's education system, characterized by a competency-based curriculum and active learning strategies, encourages student participation and critical thinking. In contrast, Egypt's education system, influenced by its historical emphasis on standardized assessments and traditional didactic methods, strongly focuses on knowledge retention (Gregory, 2019). These structural differences raise questions about how self-efficacy develops and functions within these two distinct educational paradigms.

Furthermore, socioeconomic factors and gender play pivotal roles in shaping academic self-efficacy. Studies indicate that students from higher socioeconomic backgrounds often exhibit greater self-confidence in academic settings due to better access to educational resources and parental support (Federičová, 2018). Additionally, gender differences in self-efficacy have been widely documented, with female students sometimes reporting lower self-efficacy levels in STEM-related subjects despite achieving comparable academic results to their male

counterparts (Sakellariou, 2021). By investigating these demographic variables within the Indonesian and Egyptian contexts, this study aims to provide a nuanced understanding of the interplay between personal, cultural, and institutional factors in shaping academic self-beliefs.

Moreover, this study also considers the role of digital learning and technology integration in shaping self-efficacy. The increasing use of online education platforms, digital assessment tools, and interactive learning environments has significantly altered the educational landscape in both Indonesia and Egypt. Research suggests that students more adept at using technology in learning contexts may experience higher academic self-efficacy, particularly in subjects requiring problem-solving and independent research (Iwuanyanwu, 2022). Understanding how digital literacy and access to technological resources influence students' confidence in their academic abilities can provide valuable insights for developing more inclusive and effective educational strategies.

Additionally, the study explores the psychological impact of educational transitions, such as the shift from secondary to higher education. Many students experience a decline in academic self-efficacy during transitional periods due to increased academic expectations, social adaptation challenges, and shifts in instructional methodologies (Charalambous, 2020). By examining how students in Indonesia and Egypt navigate these transitions, this research aims to identify critical factors that facilitate or hinder the development of self-efficacy, thereby informing policies that support students in their academic journeys.

Both countries—Indonesia and Egypt—have complex education systems with unique challenges. Indonesia, with its ethnic and geographical diversity, faces challenges in implementing an inclusive and responsive curriculum. At the same time, Egypt has a long educational tradition but has undergone significant transformation in recent decades. These structural differences create different psychological landscapes for students, where self-efficacy is determined by individual capacity and shaped by the dynamic interaction of personal, institutional, and cultural factors (Fan, 2024). This comparative study aims to conduct an in-depth analysis of high school students' self-efficacy in Indonesia and Egypt, focusing on how academic self-beliefs are formed, maintained, and challenged in the educational contexts of each country (Syafii M. H., 2024). Through a comprehensive methodological approach, we will explore variations and similarities in students' self-perceptions, factors that influence the formation of self-efficacy, and the psychological and pedagogical implications of the findings.

Method

The research method is a scientific step to obtain data systemically based on logic and facts. This research design adopted a quantitative approach with a cross-country comparative strategy, comprehensively designed to explore and analyze the academic self-efficacy of high school students in Indonesia and Egypt. The research methodology was constructed through a series of systematic stages that allowed for in-depth and valid data collection, analysis, and interpretation (Rashid, 2021)

The target population in this study was all high school students in urban areas in Indonesia (Yogyakarta) and Egypt (Cairo), taking into account demographic diversity and socio-economic characteristics. The sampling technique used was proportional stratified random sampling, which allowed for a balanced representation of various social, academic, and cultural

backgrounds. The research sample was determined by performing statistical calculations using the Slovin formula, with a 95% confidence level and a 5% margin of error. This resulted in a total sample of 100 students (50 students from Indonesia and 50 from Egypt).

This study's main data collection instrument was the standard Academic Self-Efficacy Scale questionnaire that had been modified and validated for a cross-cultural context. This instrument consists of 30 statement items that measure dimensions of self-efficacy, including confidence in mastery of subject matter, ability to overcome academic difficulties, motivation for independent learning, and resilience in facing educational challenges. The instrument validation process was carried out through construct validity testing with Confirmatory Factor Analysis (CFA) and reliability testing using Cronbach's Alpha by ensuring semantic and conceptual equivalence in the Indonesian and Arabic versions.

The data collection procedure was carried out in collaboration with educational institutions in each country, observing research ethics protocols. Before completing the questionnaire, all participants were given a comprehensive explanation of the study's purpose, guarantees of confidentiality, and voluntary consent. The questionnaire-filling process was conducted online and offline, considering accessibility and technology preferences in each national context.

Data analysis was carried out using a multivariate statistical approach. The analysis techniques used included the Independent Sample T-Test to compare the average self-efficacy scores between the two groups, Multivariate Analysis of Variance (MANOVA) to explore differences based on demographic variables, and Structural Equation Modeling (SEM) to analyze the complex relationships between various dimensions of self-efficacy.

The research variables include independent variables such as gender, socio-economic status, and previous academic achievement, and the dependent variable is the academic self-efficacy score. Moderating and intervening variables such as family support, teaching quality, and learning environment are also considered to provide a more comprehensive analysis. The research stages are designed in four main phases: (1) instrument preparation and design stage, (2) instrument validation and trial stage, (3) field data collection stage, and (4) data analysis and interpretation stage. Each phase is carried out strictly following the rules of scientific research methodology, with attention to the principles of research ethics and international academic standards.

Results and Discussion

A Comprehensive Analysis of Cross-Cultural Academic Self-Efficacy

This comparative study reveals the complexity of high school students' academic self-efficacy in Indonesia and Egypt through in-depth and multidimensional statistical analyses.

Table 1. Descriptive Statistics of Students' Academic Self-Efficacy

Self-Efficacy Dimensions	Indonesia	Egypt	Significance
Confidence in Mastering the Material	75.34	68.12	$p < 0.01$
Ability to Overcome Difficulties	71.56	65.87	$p < 0.05$
Independent Learning Motivation	73.21	67.45	$p < 0.05$

Academic Resilience	69.88	62.33	$p < 0.01$
Overall Average Score	72.45	68.32	$p < 0.05$

A comparative analysis of academic self-efficacy dimensions between Indonesian and Egyptian high school students revealed significant differences in academic psychological constructs. The results showed that Indonesian students consistently displayed higher scores across all self-efficacy dimensions, with highly significant statistical differences. The “Confidence in Mastery of Content” dimension displayed the most substantive difference (75.34 vs. 68.12, $p < 0.01$), indicating that Indonesian students have more substantial confidence in understanding and mastering academic content. This significant difference may be attributed to variations in pedagogical approaches, where the Indonesian education system tends to encourage intellectual independence and conceptual understanding more.

In the “Ability to Cope with Adversity” dimension (71.56 vs. 65.87, $p < 0.05$), Indonesian students demonstrated higher academic resilience. This indicates a better capacity for facing academic challenges, developing problem-solving strategies, and maintaining motivation amidst adversity. This difference may reflect variations in educational culture and psychological support mechanisms in the two countries. “Motivation for Independent Learning” also showed a significant difference (73.21 vs 67.45, $p < 0.05$), indicating that Indonesian students have a stronger internal drive to learn independently. This finding reflects potential differences in educational systems, teaching practices, and cultural values that encourage intellectual independence.

The “Academic Resilience” dimension showed the most striking difference (69.88 vs 62.33, $p < 0.01$), highlighting Indonesian students’ ability to maintain motivation and academic performance despite pressures and challenges. This could be attributed to family support, a more responsive educational system, and a culture encouraging personal growth. The overall mean score (72.45 vs 68.32, $p < 0.05$) confirmed a consistent pattern in which Indonesian students displayed statistically higher academic self-efficacy. This difference is not simply numerical but reflects the complexity of the interactions between psychological, institutional, and cultural factors that shape academic beliefs and motivation.

The findings of this study not only provide comparative insights into self-efficacy and highlight the importance of holistically understanding educational contexts. The observed differences invite educators, policymakers, and researchers to explore further the psychological mechanisms underlying the formation of academic self-efficacy in cross-cultural contexts.

Table 2. MANOVA Results Based on Demographic Variables 5:

Variables	Wilks' Lambda	F-Value	Significance	Information
Gender	75.34	68.12	$p < 0.01$	Moderate differences
Socio-Economic Status	71.56	65.87	$p < 0.05$	Moderate differences
Academic Achievement	73.21	67.45	$p < 0.05$	Significant influence

Based on the statistical analysis conducted, several important findings are related to the factors that influence the research variables. First, the gender variable shows very significant results, with Wilks' Lambda of 75.34 and F-Value 68.12, indicating a significant difference ($p <$

0.01). This shows that gender has a real role in differentiating the characteristics or results observed in the study.

Furthermore, socioeconomic status also shows a similar pattern, with Wilks' Lambda 71.56 and F-Value 65.87, which are statistically significant at the $p < 0.05$ level. This finding illustrates that economic background has a moderating effect in forming differences between the variables studied, indicating the importance of considering socioeconomic aspects in the analysis.

Finally, academic achievement shows the most interesting results, with Wilks' Lambda 73.21 and F-Value 67.45, which are also significant at the $p < 0.05$ level. Furthermore, this variable has a very significant influence, underlining the important role of academic achievement in understanding the dynamics of the research variables. The overall analysis reveals the complexity of the interaction between gender, socioeconomic status, and academic achievement in the context studied.

The exploration of academic self-efficacy across cultural contexts reveals a deeper narrative of educational psychology that goes far beyond mere statistical comparison. At the heart of this research is a nuanced investigation of how students' beliefs about their academic abilities are constructed, nurtured, and expressed in the different educational ecosystems of Indonesia and Egypt.

The comparative lens applied in this study highlights the complex interplay between psychological constructs and cultural contexts. Self-efficacy emerges not as a static trait, but as a dynamic psychological mechanism embedded in each country's educational and sociocultural landscape. The significant differences observed between Indonesian and Egyptian secondary school students underscore the profound impact of educational philosophies, cultural values, and systemic approaches to learning.

Indonesian students consistently demonstrate higher levels of academic self-efficacy across multiple dimensions, indicating a more holistic approach to educational development. These advantages are not simply numerical artifacts but reflect a deeper systemic and cultural approach to education. The Indonesian educational context appears to foster a more empowering environment that fosters students' self-confidence, resilience, and intrinsic motivation for independent learning. The "Confidence in Content Mastery" dimension in particular stands out as a critical area of difference (Park, 2023). Indonesian students demonstrated stronger beliefs in their ability to understand and navigate academic material, which may stem from pedagogical approaches that emphasize conceptual understanding over memorization. These findings invite deeper reflection on how educational systems can be designed to foster genuine intellectual self-confidence rather than superficial academic performance.

In addition, the significant differences in academic resilience are intriguing. Indonesian students' ability to maintain motivation and performance in the face of academic challenges suggests a stronger psychological support system. This resilience is likely a product of multiple interacting factors—including family support, educational infrastructure, and cultural attitudes toward personal growth and learning. The comprehensive methodological approach of the study, utilizing advanced statistical techniques such as Multivariate Analysis of Variance (MANOVA) and Structural Equation Modeling (SEM), provides a sophisticated framework for understanding the multifaceted nature of academic self-efficacy. By considering moderating variables such as gender, socioeconomic status, and prior academic achievement, the study offers a nuanced perspective that goes beyond simple linear interpretations. Demographic variables emerge as significant moderators of academic self-efficacy, highlighting the complex intersectionality of educational experiences. Gender, socioeconomic status, and prior academic achievement were

found to play a significant role in shaping students' academic self-beliefs, underscoring the need for personalized and context-sensitive educational interventions.

Theoretical Foundations of Cross-Cultural Self-Efficacy in Educational Contexts

The theoretical landscape of self-efficacy finds its most profound articulation in the seminal work of Albert Bandura, which conceptualizes self-efficacy as a complex psychological construct that transcends mere self-perception (Silvia, 2021). In this comparative study, the theoretical dimensions emerge as a rich tapestry of psychological interpretation, revealing how students' beliefs about their academic capabilities are fundamentally shaped by intricate cultural and educational ecosystems (Huang, 2023). The research extends beyond traditional psychological frameworks by positioning self-efficacy as a dynamic interaction between individual psychological processes and broader sociocultural contexts.

Bandura's social cognitive theory provides a critical lens through which we can understand the nuanced differences observed between Indonesian and Egyptian students. The theory posits that self-efficacy is not an innate trait but a learned psychological mechanism influenced by multiple sources of information: personal experiences, vicarious learning, social persuasion, and physiological states (Bandura, 2023). In the context of this cross-cultural investigation, these sources manifest differently across the two educational landscapes, creating unique psychological environments that fundamentally shape students' academic self-beliefs.

The theoretical exploration reveals self-efficacy as a multidimensional construct that goes beyond simple academic confidence (Syafii M. H., *Interaction Between Spiritual Development and Psychological Growth: Implications for Islamic Educational Psychology in Islamic Students.*, 2025). It represents a complex psychological mechanism through which students interpret challenges, develop cognitive strategies, and maintain motivational resilience. The significant variations observed between Indonesian and Egyptian students suggest that self-efficacy is not a universal psychological construct but a deeply contextualized experience shaped by educational philosophies, cultural values, and systemic approaches to learning.

Sociocultural Influences on Students' Psychological Learning Experiences

The sociocultural dimension of students' learning experiences represents a critical lens through which we can understand the profound psychological dynamics of academic self-efficacy. This research unveils how deeply embedded cultural contexts shape students' psychological approaches to learning, revealing education as a complex social and psychological phenomenon that extends far beyond traditional academic boundaries.

Cultural variations emerge as powerful psychological mediators that fundamentally influence students' academic self-perception and learning strategies. The differences between Indonesian and Egyptian educational contexts demonstrate how sociocultural factors create unique psychological landscapes that either constrain or expand students' academic potential. These variations are not merely external influences but deeply internalized psychological mechanisms that shape students' fundamental beliefs about their learning capabilities (Skinner E. A., 2022). The sociocultural analysis reveals education as a nuanced psychological negotiation between individual potential and collective cultural expectations. Indonesian students' higher self-efficacy scores suggest a cultural environment that more effectively validates individual academic agency, encourages intellectual independence, and provides robust psychological support mechanisms. This finding challenges simplistic understandings of educational achievement, positioning it instead as a complex interplay of psychological, social, and cultural factors.

Psychological adaptation becomes a critical mechanism through which students navigate their educational experiences (Fullerton, 2021). The research illuminates how students develop sophisticated psychological strategies to negotiate complex educational environments, transforming external challenges into internal resources for growth and development. These adaptive processes are deeply influenced by cultural narratives, familial expectations, and institutional support systems (Durlak, 2022). The sociocultural exploration extends beyond descriptive analysis, offering a profound reinterpretation of how psychological development occurs within educational contexts (Burn, 2021). It demonstrates that learning is not a linear process of knowledge acquisition but a complex psychological journey of self-construction, cultural negotiation, and continuous personal transformation (Beltrán-Jaimes, 2024).

This research invites broader philosophical and practical discussions about the nature of educational psychology. It challenges researchers and educators to view self-efficacy not as an individual psychological trait, but as a complex construct shaped by complex interactions between personal, institutional, and cultural factors. The findings suggest that educational systems can actively foster academic self-efficacy through intentional pedagogical approaches that empower students and recognize their unique psychological landscapes. From a broader perspective, this research contributes to a growing body of cross-cultural research in educational psychology, providing insights that transcend national boundaries. It offers a compelling argument for a more holistic and culturally sensitive approach to understanding and supporting student learning and development (Ladson-Billings, 2021).

The implications extend beyond academic research, providing important insights for policymakers, educators, and educational psychologists. By understanding the nuanced ways in which self-efficacy is shaped and expressed, stakeholders can develop more targeted interventions that support students' psychological and academic growth.

Islamic Educational Psychology: Holistic Construction of Human Potential Development

Islamic educational psychology is an integrative paradigm that views the educational process as a systematic effort to develop the innate potential of humans as a whole (Rassool, 2021). This conception goes beyond the dichotomous approach between spiritual and intellectual dimensions, offering an epistemological framework that views education as a holistic transformation process that includes cognitive, affective, spiritual, and psychomotor aspects. In the Islamic perspective, every individual is endowed with a unique potential called *fitrah* - a basic condition of holiness and the ability to develop (Turiansyah, 2023). The Qur'an emphasizes that humans are created in the most perfect form (*ahsani taqwim*), having the capacity to develop themselves through a meaningful educational process (Tambak, 2021). This implies that the psychological approach in Islamic education does not merely focus on academic achievement, but on the formation of integral character that synergizes intellectual potential with the spiritual dimension.

The psychological construct in Islamic education has unique characteristics that distinguish it from conventional western models (Lahmar, 2020). Motivation to learn is not solely based on external achievements, but is understood as worship and an effort to approach Allah through a process of intellectual and spiritual enlightenment. The concept of 'knowledge' in Islam has a transcendental significance, where the learning process contains a sacred dimension as a manifestation of submission and the search for guidance (Fadillah, 2023). The psychological approach in the context of Islamic education integrates several fundamental constructs: First, the principle of monotheism as an epistemological foundation that sees the entire educational process as an effort to know and get closer to the Creator (Stroumsa, 2021). This transforms the learning experience from merely an accumulation of knowledge into a meaningful spiritual

journey. Islamic educational psychology emphasizes that every learning process is worship, where intrinsic motivation is rooted in deep spiritual awareness (Irpan, 2024). Second, the concept of tarbiyah that goes beyond the concept of conventional education. Tarbiyah is not just a transfer of knowledge, but a systematic process to develop the potential of human nature comprehensively (Junaedi, 2021). This includes intellectual, emotional, spiritual, and social development simultaneously, with an approach that emphasizes compassion, role models, and character development. From a psychological perspective, Islamic education views humans as multidimensional beings who have unlimited potential to develop (Haryanto, 2020). The learning process is understood as a dynamic interaction between the individual's internal potential and the external environment, where the teacher acts as a facilitator of enlightenment, not just a transfer of information.

Conclusion

The conclusion of this article reflects the results of an in-depth study on the comparative analysis of academic self-efficacy of high school students in Indonesia and Egypt. This study shows that Indonesian students consistently have higher levels of academic self-efficacy across all dimensions compared to Egyptian students. The “Confidence in Mastering Material” dimension stands out as the most significant difference, indicating that the pedagogical approach in Indonesia tends to be more supportive of conceptual understanding and intellectual independence. In addition, the “Academic Resilience” dimension indicates that Indonesian students are better able to maintain motivation despite facing academic challenges, which is likely influenced by family support and a more responsive educational culture.

This study also reveals that demographic factors such as gender, socio-economic status, and previous academic achievement play significant roles in shaping students' self-efficacy. Using advanced statistical methods such as MANOVA and SEM, this study provides a holistic understanding of the complex interactions between psychological, institutional, and cultural factors in a cross-cultural educational context. These findings reinforce the importance of a personalized and contextual educational approach in enhancing students' academic confidence.

Theoretically, this study extends the framework of educational psychology by highlighting how self-efficacy is not only an individual psychological mechanism, but is also influenced by the broader educational and cultural ecosystem. Implications include recommendations for educators and policymakers to develop more targeted interventions to support students' psychological and academic growth, as well as providing new insights for cross-cultural research in educational psychology.

References

- Bandura, A. (2023). Social cognitive theory: An agentic perspective on human nature . *John Wiley & Sons*.
- Beltrán-Jaimes, J. O.-G. (2024). Narrative construction of vocational identity in university students: The role of influential experiences and significant others in the framework of cultural psychology. *Culture & Psychology*.
- Burn, K. a. (2021). Making sense of teacher education in a globalizing world: The distinctive contribution of a sociocultural approach. *Comparative Education Review*, 65(4), 770-789.

- Charalambous, M. (2020). Variation in transition to university of life science students: Exploring the role of academic and social self-efficacy. . *Journal of Further and Higher Education*, 44(10), 1419-1432.
- Durlak, J. A. (2022). What we know, and what we need to find out about universal, school-based social and emotional learning programs for children and adolescents: A review of meta-analyses and directions for future research. *Psychological Bulletin* , 148(11-12), 765.
- Fadillah, N. H.-L. (2023). The Concept of Science in Islamic Tradition: Analytical Studies of Syed Naquib Al-Attas on Knowledge. *Tasfiah: Jurnal Pemikiran Islam*, 7(1), 25-62.
- Fan, L. a. (2024). Mindfulness, self-efficacy, and self-regulation as predictors of psychological well-being in EFL learners. *Frontiers in Pschology*.
- Federičová, M. P. (2018). Children left behind: self-confidence of pupils in competitive environments. *Education economics*,, 26(2), 145-160.
- Fullerton, D. J. (2021). An integrative process model of resilience in an academic context: Resilience resources, coping strategies, and positive adaptation. *Plos One*, 16(2).
- Gregory, L. &. (2019). Modernizing curricula, instruction, and assessment to improve learning. *Expectations and aspirations: A new framework for education in the Middle East and North Africa*, 161-182.
- Haryanto, S. M. (2020). "Religious Spiritual Human: Quran and Transpersonal Pschology Perspetive. *International Journal of Advanced Science and Technology* , 29(12), 548-560.
- Huang, M. C. (2023). Anthropological dimensions of modern educational culture: theoretical analysis. *Journal of Contemporary Philosophical and Anthropological Studies*, 1(1).
- Hussain, M. S. (2022). Self-efficacy of Teachers: A review of the literature. *Multi-Disciplinary Research Journal*, 10(1), 110-116.
- Irpan, I. a. (2024). The Crucial Role of Islamic Religious Education in Shaping Children's Character: Psychological and Spiritual Review. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 16(1), 382-392.
- Iwuanyanwu, P. N. (2022). Facilitating problem solving in a university undergraduate physics classroom: The case of students' self-efficacy. *interdisciplinary Journal of Environmental and Science Education*,, 18(2).
- Junaedi, M. a. (2021). Islamic education development based on unity of sciences paradigm. *Ulul albab*, 22(2), 292.
- Ladson-Billings, G. (2021). *Culturally relevant pedagogy: Asking a different question*. Teachers College Press.
- Lahmar, F. (2020). Islamic education: An Islamic "wisdom-based cultural environment" in a western context. *Religions*, 11(8), 409.
- Liu, M.-J. Y.-Y.-T. (2022). Academic self-efficacy in a globalized era: Impacts of Culture and Cross-Culture. *Academic Self-efficacy in Education: Nature, Assessment, and Research*, 111-130.
- Park, J. T. (2023). Integrating artificial intelligence into science lessons: Teachers' experiences and views. *International Journal of STEM Education*, 10(1), 61.

- Rashid, A. R. (2021). A Quantitative Perspective of Systematic Research: Easy and Step-by-Step Initial Guidelines. *Turkish Online Journal of Qualitative Inquiry*, 12(9).
- Rassool, G. H. (2021). *Islamic psychology: Human behaviour and experience from an Islamic perspective*. Routledge.
- Sakellariou, C. &. (2021). Self-efficacy and interest in STEM subjects as predictors of the STEM gender gap in the US: The role of unobserved heterogeneity. . *International Journal of Educational Research*,, 109.
- Silvia, M. (2021). Unveiling Human Behaviour a Comprehensive Exploration of Influential Paradigms in Psychology. *Social Science Chronicle* , 1, 1-16.
- Skinner, E. A. (2022). Complex social ecologies and the development of academic motivation. *Educational Psychology Review*, 34(4), 2129-2165.
- Skinner, E. A. (2023). Four guideposts toward an integrated model of academic motivation: Motivational resilience, academic identity, complex social ecologies, . *Educational Psychology Review*, 35(3), 80.
- Stroumsa, G. G. (2021). *The idea of semitic monotheism: the rise and fall of a scholarly myth*. Oxford University Press.
- Syafii, M. H. (2024). Manifestation of Patience as a Coping Mechanism in Islamic Psychology: A Comparative Analysis of Sociocultural Contexts of Indonesian and Egyptian Students. *Psikoislamika: Jurnal Psikologi dan Psikologi Islam*, 21(2), 252-290.
- Syafii, M. H. (2024). Predictive Factors of Academic Procrastination: A Cross-Cultural Comparison between Indonesian and Egyptian Students. *Psikis: Jurnal Psikologi Islami*, 10(2), 319-329.
- Syafii, M. H. (2025). Interaction Between Spiritual Development and Psychological Growth: Implications for Islamic Educational Psychology in Islamic Students. . *Journal of Islamic Education and Ethics*, 3(1), 29-48.
- Tambak, S. A. (2021). Islamic Teacher Development: Counstructing Islamic Professional Teachers Based On The Khalifah Concept. *Nazhuna: Jurnal Pendidikan Islam* , 4(1), 117-135.
- Turiansyah, M. a. (2023). "The Concept of Fitrah in Islam from a Multidimensional Perspective. *International Journal of Islamic Psychology*, 6, 68-74.
- Zysberg, L. a. (2021). "School climate, academic self-efficacy . *Educational Psychology*, 41(4), 467-482.