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Analyzing the Role of Gender, Academic Year, and Student Status in Academic Self-Efficacy Among Muslim College Students

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ABSTRACT

Academic self-efficacy refers to an individual's belief in their capability to successfully execute academic tasks and is a critical determinant of academic achievement. This study investigates the influence of gender, academic year, and student status on students' academic self-efficacy. Employing a quantitative correlational design, data were collected from 132 Muslim students enrolled in the Guidance and Counseling Program at Universitas PGRI Adi Buana Surabaya, using a validated self-efficacy scale (KMO-MSA = .82; α = .912). Correlational and regression analyses indicated no statistically significant relationships or effects of gender (p = .899), academic year (p = .151), or student status (p = .677) on academic self-efficacy. Collectively, these variables accounted for only 1.8% of the variance, implying the presence of other influential factors. This study contributes to the understanding of academic self-efficacy within an Islamic context and underscores the limited predictive power of demographic variables. Future research should examine psychological, motivational, and contextual factors—such as learning strategies, emotional states, and religious values. Additionally, longitudinal and mixed-methods approaches across multiple institutions are recommended to elucidate causal mechanisms and provide a more comprehensive understanding of the development of academic self-efficacy among Muslim students.

Keywords: Academic Self-Efficacy; Gender; Academic Year; Student Status; Muslim Students

ABSTRAK

Efikasi diri akademik adalah keyakinan individu terhadap kemampuannya dalam menyelesaikan tugas akademik dan memiliki peran penting dalam keberhasilan belajar. Penelitian

ini bertujuan untuk mengkaji peran jenis kelamin, tahun akademik, dan status kemahasiswaan terhadap efikasi diri akademik mahasiswa. Dengan pendekatan kuantitatif korelasional, sebanyak 132 mahasiswa Muslim dari Program Studi Bimbingan dan Konseling Universitas PGRI Adi Buana Surabaya menjadi responden melalui skala efikasi diri akademik yang tervalidasi (KMO-MSA = .82; α = .912). Hasil analisis korelasi dan regresi menunjukkan bahwa tidak terdapat hubungan atau pengaruh yang signifikan antara jenis kelamin (p = .899), tahun akademik (p = .151), dan status kemahasiswaan (p = .677) terhadap efikasi diri akademik. Variabel-variabel tersebut hanya menjelaskan 1.8% varians efikasi diri, selebihnya terdapat faktor lain yang lebih berpengaruh. Kontribusi penelitian ini terletak pada pemahaman efikasi diri akademik dalam konteks Islam. Selain itu keterbatasan riset ini hanya menganalisis dari faktor demografis. Penelitian selanjutnya disarankan untuk menggali faktor psikologis, motivasional, dan kontekstual seperti strategi belajar, kondisi emosional, dan nilai-nilai keagamaan. Studi longitudinal dan pendekatan campuran lintas institusi direkomendasikan untuk mengungkap hubungan kausal dan membangun pemahaman yang lebih holistik terhadap perkembangan efikasi diri akademik mahasiswa Muslim.

Kata kunci: Efikasi Diri Akademik; Jenis Kelamin; Tahun Akademik; Status Mahasiswa; Mahasiswa Muslim

INTRODUCTION

Self-efficacy refers to an individual's belief in their capability to complete tasks or overcome challenges and serves as a significant determinant of behavior and performance across various domains of life (Bandura, 1995, 1997; Pfitzner-Eden, 2016), including academic contexts. This construct has been effectively employed to explain and predict a range of cognitive, affective, and behavioral outcomes within diverse educational settings (Seon Ahn & Bong, 2019). Academic self-efficacy is a dynamic motivational belief that shapes students' goal-setting, persistence, and effort, demonstrating a strong association with academic achievement (DiBenedetto & Schunk, 2022). It embodies an individual's confidence in their ability to learn or accomplish academic tasks and plays a pivotal role in motivation, learning processes, and self-regulation (Schunk & DiBenedetto, 2015). Academic self-efficacy is influenced by both positive and negative experiences within specific subject areas (Villafañe et al., 2016). Moreover, self-efficacy is shaped by multiple

sources, including direct experience, vicarious experience, social persuasion, and physiological and emotional states. According to Bandura (1977, 2001), self-efficacy primarily arises from four key sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological/emotional states. In the context of higher education, self-efficacy plays a crucial role in determining students' academic success, learning motivation, and their capacity to manage academic challenges (Shengyao et al., 2024).

Self-efficacy develops through personal experiences of task completion, observation of others' successes, social encouragement, and an individual's interpretation of their physiological responses (Bandura, 1978). Within educational settings, self-efficacy can be enhanced by establishing realistic goals that facilitate successful experiences, providing support for the development of self-regulation strategies, introducing relatable role models, and offering constructive feedback from influential figures (Artino Jr., 2012; Escobar et al., 2023). Academic self-efficacy is closely linked to individuals' perceptions of task difficulty and their subjective evaluations of their performance, particularly in complex tasks such as multi-text writing (Nuutila et al., 2021). Individuals with high self-efficacy are more likely to perceive tasks as manageable, whereas those with low self-efficacy tend to view the same tasks as more challenging. Furthermore, while self-efficacy correlates with individuals' self-assessments of their performance, it does not necessarily predict objective academic outcomes. Other factors, such as the amount of time dedicated to reading texts, have demonstrated a stronger association with academic achievement (Lee & List, 2021). Additionally, self-efficacy should be complemented by self-awareness to effectively support career success (Syalviana, 2021).

The novelty of this study lies in its emphasis on the integration of spiritual dimensions in shaping academic self-efficacy, particularly among students from Islamic contexts. Although the study's findings were not statistically significant, it is important to underscore that exploring the role of spirituality in the development of self-efficacy can provide deeper insights into the ways academic success is perceived and attained, especially in settings where religious values are deeply embedded. This perspective opens avenues for investigating how faith-based practices and beliefs may influence academic motivation and perseverance, thereby contributing to a more holistic understanding of self-efficacy. While the results did not reveal significant correlations, they highlight the necessity for further

research into the interaction between Islamic values and self-efficacy—a relationship that remains vital for students balancing academic responsibilities and personal challenges.

The present study builds on the premise that students' demographic characteristics—such as gender, academic year, and student status—influence individual self-efficacy through their impact on academic performance, which is recognized as a primary source of academic self-efficacy (Honicke et al., 2023; Refae et al., 2021). However, existing research has inadequately addressed this relationship within the context of Islamic higher education, particularly among students enrolled in Islamic Guidance and Counseling programs. Given that self-efficacy among Muslim students may be shaped not only by academic factors but also by religious values such as *tawakkul* (trust in God), *ikhtiar* (effort), and *sabar* (perseverance), it is essential to examine how these spiritual elements influence students' confidence in their academic capabilities.

Accordingly, this study aims to analyze the demographic determinants of academic self-efficacy among Islamic Guidance and Counseling students, incorporating an Islamic perspective. Distinct from prior research, this study explores the potential interplay between demographic factors and religious beliefs in shaping students' self-efficacy. Related studies investigating the integration of scientific and Islamic knowledge have demonstrated how such integration can enhance students' academic confidence, exemplified by models like the GIINA Model developed by Universiti Sains Islam Malaysia (USIM). These findings suggest that fostering self-efficacy among Islamic students in Malaysia requires the development of competencies, active participation in professional learning communities, and the adoption of diverse pedagogical approaches (Fazwanis & Othman, 2019).

Furthermore, drawing on Bandura's self-efficacy theory, this study emphasizes additional influencing factors, including direct learning experiences, exposure to successful academic role models, social support through verbal encouragement from lecturers or family members, and students' psychological states during the learning process. Importantly, it also incorporates the role of religious teachings and faith-based motivation. By examining these variables, the research seeks to offer a more comprehensive understanding of academic self-efficacy within an Islamic educational context, providing novel insights into the interplay between faith, education, and self-efficacy development. The findings are anticipated to contribute not only to the advancement of self-efficacy

theory but also to the formulation of culturally and religiously responsive academic support strategies tailored for Muslim students. Consequently, the primary objective of this study is to investigate the roles of gender, academic year, and student status in relation to students' academic self-efficacy.

METHODS

This study employs a quantitative approach with a correlational research design, aiming to examine the relationships and influences among variables (Azwar, 2015). Specifically, it seeks to analyze the effects of gender, academic year, and student status on academic self-efficacy. The research process began by defining the population and selecting a sample using a validated academic self-efficacy scale. Subsequently, data analysis was conducted using bivariate correlation and multiple linear regression to assess the relationships between the independent variables (gender, academic year, and student status) and the dependent variable (academic self-efficacy), complemented by descriptive statistics to provide an overview of the data. The results were then interpreted to draw conclusions and formulate recommendations for future research. The study's procedural framework is illustrated in Figure 1.

The population for this study consisted of students enrolled in the Guidance and Counseling Study Program at Universitas PGRI Adi Buana Surabaya who were actively attending during the 2024/2025 academic year. A random sample of 132 respondents was drawn from the cohorts of 2021, 2022, 2023, and 2024. Data were collected using an online questionnaire administered via Google Forms, which included a consent statement to ensure respondents' voluntary participation.

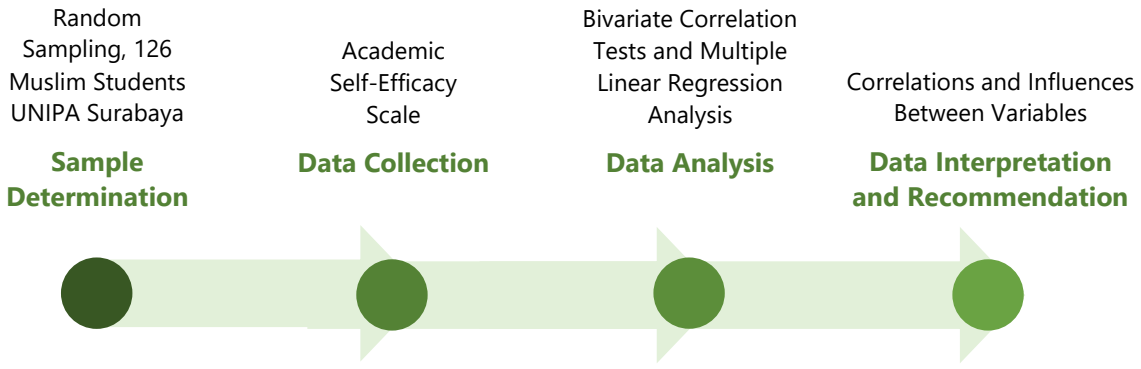

Figure 1. Research Flow

Data collection was conducted using a scale developed by the researchers, focusing on academic self-efficacy, which reflects individuals' beliefs in their learning processes to achieve desired goals. Self-efficacy influences interest, behavior, academic achievement, and social relationships (Owen & Froman, 1988). This scale has the potential to enhance the measurement of academic self-efficacy by emphasizing levels of confidence rather than specific content. Understanding academic self-efficacy is crucial for both students and universities, as it represents an integral aspect of student development and learning. The validation of the academic self-efficacy scale yielded a KMO-MSA value of .82 and a reliability coefficient of .912, indicating excellent reliability (Atmoko & Rachmawati, 2025).

The statistical analyses in this study include bivariate correlation tests to examine relationships between variables and multiple linear regression analyses to determine the contribution of each independent variable to academic self-efficacy (Atmoko & Rachmawati, 2025). ANOVA tests were conducted to assess the overall significance of the regression model. Additionally, regression coefficient tests evaluated the individual effects of academic year, gender, and student status (working vs. non-working) on academic self-efficacy.

RESULTS AND DISCUSSION

The analysis began with descriptive statistics to summarize the demographic characteristics of the participants. It also examined their levels of academic self-efficacy. Table 1 presents the minimum, maximum, and mean scores of academic self-efficacy, categorized by gender, academic year, and student status.

To examine the relationships between student status, academic year, gender, and academic self-efficacy, a bivariate correlation analysis was conducted. This analysis aimed to assess the strength and significance of the associations among these variables. Table 2 presents the bivariate correlation coefficients along with their significance values (p-values), which indicate whether the relationships are statistically significant.Based on the bivariate correlation results presented in Table 2, the analysis indicates no significant relationship between the variables of student status, academic year, and gender with academic self-efficacy. The correlation coefficient between student status and academic

self-efficacy is .042 (p = .630), between academic year and academic self-efficacy is .126 (p = .150), and between gender and academic self-efficacy is .003 (p = .969). Since all p-values exceed the .05 threshold, these relationships are not statistically significant.

This regression analysis employs three predictor variables—student status, academic year, and gender—to predict the dependent variable, academic self-efficacy, as shown in the Model Summary (Table 3). The R value of .134 indicates a very weak relationship between the predictors and academic self-efficacy. Moreover, the R^2 value of .018 suggests that these variables collectively account for only 1.8% of the variance in academic self-efficacy, with the remaining 98.2% explained by other factors not included in the model. This highlights the need for further research to identify additional predictors that may more significantly influence academic self-efficacy.

The Adjusted R^2 value of -.005, which is lower than the R^2 value, indicates that including these predictor variables does not enhance the model's predictive accuracy. In fact, this suggests that the model performs worse than simply using the mean academic self-efficacy score as a predictor. Additionally, the Standard Error of the Estimate, at 10.17738, reflects a relatively high level of prediction error. Therefore, it can be concluded that student status, academic year, and gender do not significantly influence academic self-efficacy. Further research is warranted to identify other variables that may more effectively explain variations in academic self-efficacy.

Tabel 1.
Research Demographic Data

Variable	N	Academic Self-Efficacy		
		Min Score	Max Score	Mean Score
Gender				
Male	21	78	125	95
Female	111	68	124	95
Academic Year				
2021	62	93	153	123
2022	50	77	125	94
2023	15	81	116	99
2024	5	78	120	98
Student Status				
Working	31	80	120	98
Non-Working	101	68	125	86

Table 2.
Corellation of Gender, Academic Year, and Student Status in Academic Self-Efficacy

Variables	Academic Self-Efficacy		
	r	p	N
Gender	.003	.969	132
Academic Year	.126	.150	132
Student Status	.042	.630	132

Note. The data were tested using bivariate correlation tests.

Table 3.
The Influence of Gender, Academic Year, and Student Status on Academic Self-Efficacy

Variable	B	Std. Error	β	t	p
Constant	-3174.070	2262.822	-	-1.403	.163
Gender	.348	2.729	.013	.127	.899
Academic Year	1.616	1.119	.129	1.444	.151
Status	.985	2.362	.040	.417	.677
Academic Self-Efficacy as Dependent Variable	**Df**	**F**	**R**	**R^2**	**AR^2**	**p**
	128	.784	.134	.018	-.005	.505

Note. The data were analyzed using multiple linear regression.

Based on Table 3, this analysis assesses whether the regression model, which includes student status, academic year, and gender, possesses significant predictive power for academic self-efficacy. The F-value of .784 indicates that the regression model is not statistically significant in predicting academic self-efficacy. This conclusion is further supported by the significance value (Sig.) of .505, which exceeds the .05 threshold. Therefore, there is insufficient evidence to conclude that the model significantly predicts academic self-efficacy.

Additionally, the Sum of Squares for Regression (243.539), in comparison to the Residual Sum of Squares (13258.121), indicates that the majority of the variation in academic self-efficacy is attributable to factors outside the scope of this model, rather than to student status, academic year, or gender. In other words, these three variables explain only a small fraction of the total variability in academic self-efficacy. Overall, the regression model is not statistically significant, suggesting that student status, academic year, and gender are weak predictors of academic self-efficacy. To enhance the model's explanatory power, future research should investigate additional variables that may more effectively account for variations in academic self-efficacy.

Based on the coefficients presented in Table X, the regression analysis indicates that gender, academic year, and student status do not exert a significant effect on academic self-efficacy. The intercept (constant) value of -3174.070 suggests the predicted self-efficacy score when all predictor variables are zero; however, this value holds limited practical relevance in the current context. The regression coefficients show that a one-unit increase in gender is associated with a .348 increase in self-efficacy, a one-unit increase in academic year corresponds to a 1.616 increase in self-efficacy, and changes in student status relate to a .985 increase. Nevertheless, the significance values for gender ($p = .899$), academic year ($p = .151$), and student status ($p = .677$) all exceed the .05 threshold, indicating that none of these predictors significantly influence academic self-efficacy. Among the standardized coefficients (Beta values), academic year exhibits the largest effect ($\beta = .129$), followed by student status ($\beta = .040$) and gender ($\beta = .013$). Despite this, all effects remain weak and statistically insignificant.

The variables student status, academic year, and gender do not have a significant effect on academic self-efficacy. This is demonstrated by the multiple linear regression analysis, which shows that the significance values for all variables exceed the .05 threshold: gender ($p = .899$), academic year ($p = .151$), and student status ($p = .677$). Furthermore, the ANOVA results corroborate this finding, with an overall significance value of .505, indicating that these variables collectively do not significantly predict academic self-efficacy. The coefficient of determination (R^2) of .018 reveals that only 1.8% of the variance in academic self-efficacy is explained by these demographic factors, while the remaining 98.2% is influenced by other variables not included in this study. These results are consistent with the bivariate correlation analysis, which also found no significant relationships between academic self-efficacy and student status ($p = .63$), academic year ($p = .15$), or gender ($p = .969$).

The regression analysis results indicate a regression coefficient of -.348 for the relationship between gender and academic self-efficacy, suggesting a slight negative influence of gender on self-efficacy. However, this effect is minimal. The corresponding t-value of .127 and significance level ($p = .899$) demonstrate that gender does not have a statistically significant impact on self-efficacy. This implies that differences in gender do not meaningfully affect individuals' levels of self-efficacy in this study. In other words,

males and females exhibit comparable levels of academic self-efficacy, rendering gender a weak predictor within this research context. These findings align with previous research indicating no significant gender differences in academic procrastination (Singla, 2021).

Other studies have reported gender differences in academic self-efficacy (Rothberger et al., 2015). A meta-analysis encompassing 187 studies with 247 independent samples (N = 68,429) found a small overall effect size of .08 favoring males. Moderator analyses revealed that content domain significantly influenced effect size variation: females demonstrated higher self-efficacy in language arts, whereas males reported greater confidence in mathematics, computer science, and social sciences. These differences also varied by age, with the largest effect sizes observed among individuals over 23 years old, and notable gender disparities in mathematics self-efficacy emerging during late adolescence (Huang, 2013). Conversely, another study indicated that although male students exhibited higher self-efficacy in mathematics and science, and females in language—reflecting traditional gender stereotypes—female students unexpectedly scored higher in philosophy and overall academic self-efficacy (Mamnoun et al., 2023).

The regression analysis indicates a positive relationship between self-efficacy and cohort year, with a regression coefficient of 1.616, a t-value of 1.444, and a significance level (p) of .151. Although the positive coefficient suggests that self-efficacy tends to increase with higher cohort years, the significance value exceeds the .05 threshold, indicating that this relationship is not statistically significant. Thus, differences in cohort year do not exert a meaningful influence on individuals' self-efficacy within this study. This finding aligns with Talsma et al. (2021), who reported no significant difference in self-efficacy levels between first-year students from the 2019 and 2020 cohorts.

Another study examined the relationship between self-efficacy and students at different educational levels, revealing variations in the development of self-efficacy over the course of their studies. Liu et al. (2023) identified three patterns of self-efficacy development among university students: stable-increasing (8.7%), stable-decreasing (2.4%), and moderate-stable (88.9%). Their findings suggest that, over four years, most students maintain relatively stable self-efficacy levels, while a smaller proportion experience either an increase or decrease.

A related investigation at the International Islamic University Malaysia (IIUM) explored the connection between student competency and self-efficacy during teaching practicums (Ismail et al., 2024). Ninety-three Islamic education bachelor's degree candidates, aged 21 to 30, participated in the study. Results indicated high proficiency in both instructional tactics (mean = 4.13) and content knowledge (mean = 3.92), accompanied by a correspondingly high level of teaching self-efficacy (mean = 4.05). Competency and self-efficacy were found to be strongly positively correlated ($r = .913$, $p < .01$), suggesting that increases in students' competencies are closely associated with enhanced self-efficacy.

The regression analysis results indicate a positive but non-significant relationship between self-efficacy and student status (employed vs. non-employed), with a regression coefficient of .985, a t-value of .417, and a significance level (p) of .677. Although the positive coefficient suggests that employment status may be associated with higher self-efficacy, the high p-value indicates that this relationship is not statistically significant. Therefore, differences in student status do not appear to exert a meaningful influence on self-efficacy levels.

Working during college does not invariably undermine academic engagement; however, students who work tend to dedicate less time to studying compared to their non-working peers. Furthermore, students working more than 15 hours per week may experience adverse effects on academic performance. Consequently, self-efficacy plays a critical role in enabling working students to effectively manage their time, thereby maintaining both academic engagement and personal well-being (Clynes et al., 2020). In a related study, Malaysian Islamic education teachers' self-efficacy was examined in relation to their participation in professional learning communities (PLCs). Surveying 642 teachers across 112 primary schools, Dzul et al. (2023) found that PLCs mediate the relationship between self-efficacy and trust, suggesting that active involvement in collaborative professional communities enhances teachers' confidence in their instructional abilities.

From a theoretical standpoint, Bandura (1997) identifies four primary sources of self-efficacy: mastery experiences, vicarious experiences (observing others' successes), verbal persuasion, and physiological and emotional states. The findings of this study indicate that demographic factors such as gender, academic year, and student status are weak predictors of academic self-efficacy. This is consistent with previous research demonstrating a

tendency for student self-efficacy to decline as they advance through their studies (C. Pravesti et al., 2023; C. A. Pravesti & Mufidah, 2023). These results align with the core tenet of self-efficacy theory, which emphasizes that self-efficacy is primarily shaped by internal and psychological experiences rather than demographic characteristics. Accordingly, future research should focus on variables more directly related to the sources of self-efficacy, including direct learning experiences, observation of successful role models, verbal encouragement from peers and instructors, and students' emotional states during the learning process.

The regression analysis reveals that the relationship between the predictor variables—student status, academic year, and gender—and academic self-efficacy is very weak, with an R^2 value of .018, accounting for only 1.8% of the variance in academic self-efficacy. The remaining 98.2% is influenced by factors not included in the model. Nevertheless, this study offers valuable insights, underscoring the need to consider other psychological, motivational, and contextual variables in future research. These findings emphasize the importance of developing a more comprehensive model of academic self-efficacy that incorporates additional factors such as social support and religious values. The study's limitations include the narrow range of variables examined and its cross-sectional design, which precludes causal inferences. Therefore, future research should incorporate a broader range of variables and employ longitudinal designs to achieve a deeper understanding of the development of academic self-efficacy among students. Furthermore, qualitative data from interviews revealed that some participants viewed their current university as a second choice after not gaining admission to their first preference, suggesting they are still in the process of building their academic self-efficacy.

The weak and non-significant correlations between gender, academic year, and student status and academic self-efficacy suggest that students' beliefs in their abilities are not primarily determined by demographic factors. Rather, these beliefs are more strongly shaped by key sources of self-efficacy, including direct mastery experiences, vicarious learning through observing peers' successes, verbal encouragement from lecturers or parents, and students' physiological and emotional states within learning environments. Furthermore, academic self-efficacy does not always directly translate into consistent

behavior, as self-efficacy and outcome expectations are distinct constructs that independently influence behavioral outcomes (Usher & Morris, 2022).

To enhance academic self-efficacy, emphasis should be placed on effective metacognitive learning strategies, fostering positive emotional experiences during learning, and strengthening students' confidence in their academic abilities (Hayat et al., 2020). While academic achievement is an important factor in boosting self-efficacy, research indicates that self-efficacy alone does not consistently predict future academic performance. Consequently, developing self-efficacy through scaffolded mastery experiences is recommended (Honicke et al., 2023). Moreover, academic self-efficacy is significantly influenced by students' behaviors, values, and out-of-school experiences, whereas family background and school experiences affect self-efficacy indirectly through mediating factors such as career interests and self-directed learning habits. These internal and external factors collectively shape students' academic self-efficacy (Hinduja et al., 2024; Syalviana, 2021). Observations from various studies highlight how Islamic students in Malaysia actively seek to enhance their self-efficacy, particularly through pedagogical approaches, engagement in professional learning communities, and competency development.

Muslim students construct their academic self-efficacy by integrating both academic strategies and Islamic spiritual values (Romadhon, 2024). Academic self-efficacy is influenced not only by academic experiences but also by spiritual beliefs, with *tawakkul* (trust in Allah) and *ikhtiar* (personal effort) playing pivotal roles. These students perceive academic success as the outcome of a harmonious balance between personal effort and divine support, framing learning as an act of worship. Spiritual practices such as praying *tahajud*, fasting, and reading the Qur'an are commonly employed to enhance academic performance, reflecting a holistic approach to academic challenges. This research underscores that academic self-efficacy among Muslim students is distinctively shaped by the integration of Islamic values, fostering a more intrinsic and spiritually grounded motivation toward academic achievement.

In the context of Muslim students, self-efficacy refers to their belief in their capacity to successfully overcome academic challenges, shaped by both academic experiences and spiritual values. Research indicates that high self-efficacy can significantly mitigate the effects of quarter-life crises, as students with greater confidence in their abilities tend to

better navigate stressors (Ihsani & Utami, 2022). The relationship between self-efficacy and religiosity is particularly salient for Muslim students, as religiosity offers support by fostering a sense of purpose and resilience. Spiritual practices such as prayer, *tawakkul* (trust in Allah), and perceiving academic work as an act of worship serve to strengthen students' self-belief, enabling them to integrate their faith with their academic pursuits. Thus, Muslim students' self-efficacy is grounded not only in academic achievement but also in a spiritual framework that provides emotional strength and coping mechanisms amid academic and personal challenges. This distinctive integration of spirituality and academic confidence cultivates a unique approach to learning, wherein self-efficacy is reinforced by religious commitment, guiding students through both their educational endeavors and life crises.

This study advances the theoretical understanding of academic self-efficacy, particularly within the context of Islamic guidance and counseling, by elucidating the unique interplay between demographic factors—such as gender, academic year, and student status—and self-efficacy framed within Islamic values. It extends Bandura's self-efficacy theory by integrating faith-based motivations, including *tawakkul* (trust in God), *ikhtiar* (effort), and *sabar* (patience), thereby offering a more holistic perspective in which religious beliefs complement traditional academic experiences. Practically, the findings underscore the importance of incorporating both academic and spiritual support systems within higher education programs aimed at enhancing self-efficacy, especially in Muslim-majority institutions. This highlights the need for counseling programs to blend spiritual practices with academic skills development to foster resilience and promote academic success. Such insights provide valuable guidance for educators and counselors in designing inclusive, culturally, and contextually relevant interventions to support student development.

This study has several limitations, including its narrow focus on gender, academic year, and student status, which together accounted for only 1.8% of the variance in academic self-efficacy. Additionally, the study relied solely on self-reported data, involved a limited sample from a single university, and employed a cross-sectional design, which restricts the ability to make causal inferences. To address these limitations, future research should expand its scope to include broader and more influential variables, such as teaching methods, motivation, socio-economic background, and peer support. Emphasizing meaningful student-teacher interactions, relevant and engaging course content, well-

structured assessments, and adaptive learning tasks is essential (Fabia, 2024). Furthermore, integrating teacher creativity and conducting studies across multiple institutions using mixed-methods and longitudinal approaches will provide richer, more generalizable insights into the key drivers of academic self-efficacy.

CONCLUSION

The findings of this study suggest that gender, academic year, and student status are not significant factors in determining students' academic self-efficacy. The multiple linear regression analysis indicates that these three variables do not exert a meaningful impact on academic self-efficacy. The recommendations align with those presented at the conclusion of the discussion, emphasizing the need to address the study's limitations, such as the narrow focus on gender, academic year, and student status, the limited sample size, and the reliance on self-reported, cross-sectional data. Future research should explore a broader range of variables, including teaching methods, motivation, socio-economic background, and peer support. Additionally, it should prioritize meaningful student-teacher interactions, relevant course content, structured assessments, differentiated tasks, and teacher creativity. Expanding research to include multi-institutional, mixed-method, and longitudinal studies will provide deeper and more generalizable insights into the development of academic self-efficacy.

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