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Student's Persistence in The Pondok Lirboyo: A Mixed Methods Study

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Abstract

This study seeks to identify the effect of internal components, such as (1) self-efficacy and (2) curriculum perceptions, as well as external factors, such as (3) institutional environment and (4) students' finances. This study employs a sequential model and a mixed-methods, explanatory methodology, namely quantitative research followed by qualitative research. Based on Isaac Michael's methodology, this study's respondents were the school (Pondok) and the students (santri) in Pondok Lirboyo with a total sample size of 286 samples. The analysis of this study employs multiple regression using the t-test and F-test, followed by the Determination Test (R²) to demonstrate the null hypothesis. The results of this study's analysis indicate that (1) there is a positive and significant direct effect on student persistence, (2) there is a positive and significant direct effect on curriculum perceptions on student persistence, (3) there is a positive and significant direct effect on the institutional environment on student persistence, (4) there is a positive and significant direct effect on student (santri) finance on student persistence, (5) there is a substantial regressive effect on student persistence, and (6) there is a substantial regressive effect on the student persistence.

Keywords: Internal Factors, External Factors, Student Persistence, Pondok Lirboyo

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh faktor internal yaitu (1) efikasi diri, (2) persepsi kurikulum dan faktor eksternal yaitu (3) lingkungan kelembagaan, (4) keuangan santri. Penelitian ini menggunakan metode mixed method dengan model sequential dan menggunakan pendekatan explanatory yaitu dengan urutan penelitian kuantitatif kemudian penelitian kualitatif. Responden penelitian ini adalah santri yang berada di dalam pondok maupun santri Lirboyo yang nduduk dengan total sampel sebanyak 286 sampel berdasarkan rumus Isaac Michael. Proses analisis penelitian ini menggunakan regresi berganda dengan Uji t dan Uji F kemudian dilanjutkan dengan Uji Determinasi (R²) untuk membuktikan hipotesis. Hasil analisis penelitian ini menunjukkan bahwa (1) terdapat pengaruh langsung yang positif dan signifikan efikasi diri terhadap persistensi santri, (2) terdapat pengaruh langsung yang positif dan signifikan persepsi kurikulum terhadap persistensi santri, (3) terdapat pengaruh langsung yang positif dan signifikan lingkungan kelembagaan terhadap persistensi santri, (4) terdapat pengaruh langsung yang positif dan signifikan keuangan santri terhadap persistensi santri, (5) terdapat hubungan yang substansial antara efikasi diri, persepsi kurikulum, lingkungan belajar dan keuangan santri terhadap persistensi santri, (6) temuan kualitatif mengkonfirmasi bahwa efikasi diri memberikan kontribusi pada persistensi santri, dan (7) temuan kualitatif mengkonfirmasi bahwa keuangan santri memberikan kontribusi pada persistensi santri.

Kata Kunci: Faktor Internal, Faktor Eksternal, Persistensi Santri, Pondok Lirboyo

INTRODUCTION

Islamic boarding schools are institutions with two primary functions: the function of *tafaqquh fi ad-din* (teaching, comprehending, and expanding Islamic teachings) and the function of *indzar* as religious service (conveying and preaching Islam to the community).¹ Islamic boarding schools are referred to as a reproduction of *Ulama* since *Ulama* are developed in Islamic boarding schools. *Ulama* refers to knowledgeable individuals. Islamic boarding schools serve three purposes: the transmission and transfer of Islamic knowledge, the preservation of Islamic traditions, and the development of scholars.²

It may be argued that Islamic boarding schools are one of the organizations that teach students but are not financially motivated, in contrast to formal education, which is typically motivated by the need for money to improve one's life and purchase necessities.³ In addition to focusing on legal practice and morals, Islamic boarding schools also expand students' knowledge of life, human nature, and communal life.⁴ The Islamic boarding school education system uses a traditional system; the application of the system is built in a simple way with simple models and methods; however, the simplicity produces effective and productive results, so this method is widely used in the learning process; among the simple learning models and methods that are always used in Islamic boarding schools are *Sorogan*, *Wetonan*, and *Bandongan*.⁵

Students are considered successful in both formal and non-formal education if they have finished their education level. This is difficult to implement in Islamic boarding schools because, in Islamic boarding schools, the obligation to complete levels is not as strong as in formal education, which places a greater emphasis on level completion; thus, the researchers desire to investigate students' learning resilience (student persistence) to evaluate how they can survive. According to Spaddy, there are two meanings of persistence (student persistence): the first definition applies to everyone who leaves the institution where he is enrolled, and the second definition applies solely to those who have never earned a college degree.⁶ Later, J.P. Bean developed this concept from Spaddy and argued that persistence is a representation of the elements thought to impact the decision to quit an institution. This model examines the interrelationships between many factors and their relationship to the decision to drop out.⁷

¹ Didin Hafidhuiddin, *Dakwah Aktual* (Jakarta: Gema Insani Press, 2000), 120.

² Martin Bruinessen, 'Kitab Kuning; Books in Arabic Script Used in the Pesantren Milieu; Comments on a New Collection in the KITLV Library', *Bijdragen Tot de Taal-, Land- En Volkenkunde / Journal of the Humanities and Social Sciences of Southeast Asia* 146, no. 2 (1 January 1990): 226–69, <https://doi.org/10.1163/22134379-90003218>; Martin Bruinessen, 'Pesantren and Kitab Kuning: Continuity and Change in a Tradition of Religious Learning', 1994; Abdul Aziz et al., 'Learning Arabic Pegon for Non-Javanese Santri at Pesantren', *Jurnal Pendidikan Islam* 8, no. 2 (31 December 2022): 113–26, <https://doi.org/10.15575/jpi.v8i2.19581>.

³ Stacy Otto, 'The One-to-One Moment: Digital-Age Tool and the Challenge of Democratic Education in a Post-No Child Left Behind Era', Stacy Otto, 'The One-to-One Moment: Digital-Age Tool and the Challenge of Democratic Education in a Post-No Child Left Behind Era', *The Journal of Philosophy and History of Education* 63, no. 1 (2013): 23.

⁴ Abd. A'la, *Pembaruan Pesantren* (Yogyakarta: Pustaka Pesantren, 2006), 18.

⁵ Nur Hasan, 'Model Pembelajaran Berbasis Pondok Pesantren dalam Membentuk Karakter Siswa di Pondok Pesantren Raoudhotut Tholibin Rembang Jawa Tengah', *Wabana Akademika: Jurnal Studi Islam dan Sosial* 3, no. 2 (28 December 2016): 92, <https://doi.org/10.21580/wa.v3i2.1146>.

⁶ William G. Spady, 'Dropouts from Higher Education: An Interdisciplinary Review and Synthesis', *Interchange* 1, no. 1 (April 1970): 65, <https://doi.org/10.1007/BF02214313>.

⁷ John P. Bean, 'Conceptual Model of Student Attrition: How Theory Can Help the Institutional Researcher', *Research in Higher Education* 12, no. 2 (1980): 21, <https://doi.org/10.1007/BF00976194>.

Each student has a unique level of learning resilience; if a student has a high level of learning resilience, his or her possibility of graduating is also higher.

The persistence of the students in this study was impacted by two elements: the internal and external influences of the students. The internal factor of student persistence is a factor that impacts the persistence of students from inside themselves when attending Islamic boarding schools; in this case, the researcher employs Tinto's theory in his study titled *Through the Eyes of Student*.⁸ This factor is impacted by the following: (1) self-efficacy. Self-efficacy is a person's belief in his or her ability to alter his life. Academic self-efficacy impacts how a person thinks, feels, and is motivated to do well, including cognitive, affective, and process choices; 2) According to Bimo Walgito, students' perceptions of the curriculum contain signs of absorption or acceptance, comprehension, and evaluation or assessment. While the external factor of student persistence is a factor that determines the persistence of students who attend Islamic boarding schools from outside themselves. In this study, J.P. Beans' theory on external factors is utilized.⁹ Namely: (1) In an institutional setting, there are six characteristics that impact the physical work environment, according to Sarwoto: work space layout, suitable lighting in the room, a sound that does not echo concentration, temperature and humidity, work atmosphere, and work safety; (2) In terms of student (*santri*) finances, debates may be separated between those who get educational subsidies and those who do not study and work.¹⁰

Therefore, in order to become *santri* who may participate in society, *santri* must attain a certain degree of knowledge. As a result of completing the level of education, pupils will get comprehensive information. Learning resilience (perseverance) is required in all forms of education, including formal and non-formal education because it influences an individual's motivation to complete learning. Several studies in postsecondary institutions, such as that done by Natalya V. Ivanvoka, have evaluated the study on student learning resilience,¹¹ Josephine Gabie,¹² Steven R. Perry,¹³ Oliver Tat-Sheung Au,¹⁴ Tomas Dwyer,¹⁵ Vincent

⁸ Vincent Tinto, 'Through the Eyes of Students', *Journal of College Student Retention: Research, Theory & Practice* 19, no. 3 (November 2017): 3, <https://doi.org/10.1177/1521025115621917>.

⁹ Jeremy Burrus et al., 'Putting and Keeping Students on Track Toward a Comprehensive Model of College Persistence and Goal Attainment', *ETS Research Report Series* 2013, no. 1 (June 2013): 10, <https://doi.org/10.1002/j.2333-8504.2013.tb02321.x>.

¹⁰ Brian A Vander Schee, 'College Student Retention: Formula for Student Success', *Journal of College Student Development* 48, no. 3 (2007): 360–62, <https://doi.org/10.1353/csd.2007.0030>.

¹¹ Nataliya V Ivankova, 'Students' Persistence in The University of Nebraska – Lincoln Distributed Doctoral Program in Educational Leadership in Higher Education: A Mixed Methods Study' (Disertasi, Lincoln, University of Nebraska, 2004), <https://doi.org/10.1007/s11162-006-9025-4>.

¹² Josephine Gabi and Sarah Sharpe, 'Against the Odds: An Investigation into Student Persistence in UK Higher Education', *Studies in Higher Education* 46, no. 2 (1 February 2021): 198–214, <https://doi.org/10.1080/03075079.2019.1626364>.

¹³ Steven R. Perry, Alberto F. Cabrera, and W. Paul Vogt, 'Career Maturity and College Student Persistence', *Journal of College Student Retention: Research, Theory & Practice* 1, no. 1 (May 1999): 41–58, <https://doi.org/10.2190/13EA-M98P-RCJX-EX8X>.

¹⁴ Oliver Tat-Sheung Au, K. Li, and T.M. Wong, 'Student Persistence in Open and Distance Learning: Success Factors and Challenges', *Asian Association of Open Universities Journal* 13, no. 2 (3 September 2018): 191–202, <https://doi.org/10.1108/AAOUJ-12-2018-0030>.

¹⁵ Tomas Dwyer, 'The Influence of Teaching Satisfaction on Student Persistence' 7, no. 3 (2015): 21.

Tinto,¹⁶ Sheilynda Stewart,¹⁷ Shouping Hu,¹⁸ Gert Vanthournout,¹⁹ Maureen Snow Andrade,²⁰ James Cofer,²¹ Nanang Puspita Yudha,²² and Novi Trilisiana.²³ 10 studies on learning resilience were conducted at higher institutions and 2 were conducted in secondary schools, as determined by the researchers' analysis of the 12 studies listed above.

In this study, the research took place at the Pondok Lirboyo (An Islamic boarding school in Kediri, East Java, Indonesia) which is one of the largest Islamic boarding schools in Indonesia with the number of Pondok Lirboyo students (*santri*) increasing every year and with very busy activities from morning to the next morning and with various activities that support both learning or non-academic skills, the researchers want to do research in this cottage.

To explore some of the problems above, the researcher aims to find out whether there is an influence of self-efficacy on the persistence of students at the Pondok Lirboyo, is there any influence of curriculum perceptions on the persistence of students at the Pondok Lirboyo, is there an influence of the institutional environment on the persistence of students at the Pondok Lirboyo, is there any financial influence on students on the persistence of students at the Pondok Lirboyo, is there any influence of self-efficacy, perceptions of curriculum, learning environment, and student (*santri*) finances on the persistence of students at the Pondok Lirboyo, how can self-efficacy factors increase the persistence of students at the Pondok Lirboyo, and how financial factors can increase the persistence of students at the Pondok Lirboyo.

RESEARCH METHOD

The researchers employ mixed-method research techniques to address research questions; a mixed-method research design is a strategy for gathering data, analyzing, and "mixing" qualitative and quantitative approaches or vice versa in one study or a series of studies to comprehend the research issue.²⁴ The mixed method approach is useful when you

¹⁶ Vincent Tinto, 'Reflections on Student Persistence', *Student Success* 8, no. 2 (22 July 2017): 1–8, <https://doi.org/10.5204/ssj.v8i2.376>.

¹⁷ Sheilynda Stewart, Doo Hun Lim, and JoHyun Kim, 'Factors Influencing College Persistence for First-Time Students' 38, no. 3 (2015): 9.

¹⁸ Shouping Hu and Edward P. St. John, 'Student Persistence in a Public Higher Education System: Understanding Racial and Ethnic Differences', *The Journal of Higher Education* 72, no. 3 (May 2001): 265, <https://doi.org/10.2307/2649332>.

¹⁹ Gert Vanthournout et al., 'Students' Persistence and Academic Success in a First-Year Professional Bachelor Program: The Influence of Students' Learning Strategies and Academic Motivation', *Education Research International* 2012 (2012): 1–10, <https://doi.org/10.1155/2012/152747>.

²⁰ Maureen Snow Andrade et al., 'The Impact of Learning on Student Persistence in Higher Education', *Journal of College Student Retention: Research, Theory & Practice*, 13 April 2020, 152102512091557, <https://doi.org/10.1177/1521025120915576>.

²¹ James Cofer and Patricia Somers, 'What Influences Student Persistence At Two-Year Collages?', *Student Persistence* 29, no. 3 (2015).

²² Nanang Puspita Yudha, 'Ketahanan Belajar Siswa Kelas VIII Melalui Penerapan Model Pembelajaran Kooperatif Pada Mata Pelajaran IPS Terpadu Di SMP Negeri 1 Mlati' (Yogyakarta, Universitas Negeri Yogyakarta, 2018), <http://eprints.uny.ac.id/id/eprint/58506>.

²³ Novi Trilisiana and Sugeng Bayu Wahyono, 'Studi Etnografi Pendidikan pada SMA Negeri 6 Yogyakarta: Ketahanan dan Ketidaktahanan Belajar Kelompok', *Jurnal Inovasi Teknologi Pendidikan* 4, no. 2 (3 April 2018): 140, <https://doi.org/10.21831/jitp.v4i2.11771>.

²⁴ John W. Creswell, *Educational Research (Planning, Conducting, and Evaluating Quantitative and Qualitative Research)* (Boston: Pearson Education, 2012), 535.

want to use both quantitative and qualitative data, including quantitative data such as test scores and qualitative data such as interviews.²⁵ This study's mixed-methods model is a sequential model using an explanatory approach, with quantitative research followed by qualitative research.²⁶ When selecting this design, the researchers may need to consider the following factors,²⁷ namely: (1) The researchers and the research problems are more quantitatively oriented. (2) Researchers know important variables and have access to quantitative instruments. (3) Researchers have the ability to return to the site for the second phase to collect qualitative data. (4) Researchers have time to conduct research in two phases. (5) Researchers have limited resources and require a design in which only one type of data is collected and analyzed at a time.

Research Variables, the research variable is anything determined by the researcher to be studied in order to obtain information about it and then draw conclusions.²⁸ 2). Population and Sample, the target population is a group of individuals or organizations that can be identified and analyzed based on some general characteristics.²⁹ Utilize the formula of Isaac and Michael to estimate the number of population samples utilized in this investigation. In this study, the error rate or sampling error associated with determining the number of samples is 5%. Out of a total population of 15,065 (male students who were in the boarding school), 286 samples were collected for this investigation. 3). Source and Data, data is information or facts obtained through observation or field research that can be analyzed to explain a phenomenon or support a theory.³⁰ This study collects data from both primary and secondary sources. The primary data came from questionnaires completed by respondents, while the secondary data came from documentation data, archives that assist study, and other pertinent data. According to Suharsimi Arikunto, the person from whom the data was acquired is the data source.³¹ This study's data sources were respondents, and the respondents were the students (*santri*) of the Pondok Lirboyo.

²⁵ Creswell, 532.

²⁶ John W. Creswell and Plano Clarck, *John W. Creswell and Plano Clarck, Designing and Conducting Mix Methods Research*, III (United States of America: SAGE Publication, 2018), 90, <https://lcn.loc.gov/2017037536>.

²⁷ Creswell and Clarck, 92.

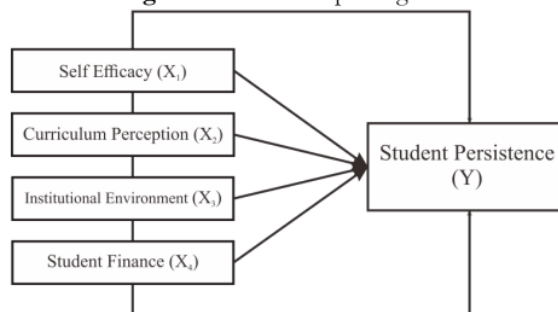
²⁸ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif Dan Kombinasi* (Bandung: ALFABETA, 2014), 63.

²⁹ Creswell, *Educational Research (Planning, Conducting, and Evaluating Quantitative and Qualitative Research)*, 143.

³⁰ Jack C. Ricards, *Longman Dictionary Of Language Teaching And Applied Linguistics: No Title* (Malaysia: Longman Group, 1996), 96.

³¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2011), 73.

Figure 1. : Research paradigm



Data Collection Technique, to acquire the necessary data for a quantitative study, questionnaires were utilized as data collection techniques. Questionnaire or questionnaire is a data collection approach that compiles written questions for respondents to answer in line with the data desired by the researchers.³² In this study, six types of questionnaires. 5). Data Analysis, data analysis is also called data processing and data interpretation. The process of evaluating, categorizing, systematizing, interpreting, and confirming data such that a phenomena has social, academic, and scientific significance is data analysis.³³ There are two stages in managing data, namely (adding references): the first stage (data processing) and the second stage (data analysis). And the last analysis is hypothesis testing which t-test, Test F and R2. Of all the qualitative tests above, the researcher used calculations with the help of the SPSS 26.0 for Windows computer program.

At this stage, qualitative research contributes to proving, deepening, expanding, weakening, and invalidating early quantitative data.³⁴ 1). According to Robert Bogdan and Steven J. Taylor, the presence of researchers in the field is crucial and optimally required.³⁵ In this study, the researchers conducted fieldwork firsthand at the Pondok Lirboyo (the Islamic boarding school). 2). Data Source, researchers utilized primary data sources or data sources that directly supply the researchers with data.³⁶ 3). Data Collection Technique, at the qualitative research data-gathering stage, the authors employed a variety of techniques, including the following: Observation, documentation, and interviews. 4). Qualitative Data Analysis, the Miles and Huberman model is used to handle data at this qualitative level; it is an interactive data analysis model that continues until completion, saturating the data.³⁷ There are three stages in the data analysis of the Miles and Huberman model, namely: data reduction, data presentation, drawing conclusion, and verification. 5). Data Validation, in research. In verifying the data's validity, qualitative research uses words distinct from quantitative research, such as the credibility test, the transferability test, the trustworthiness test, and the confirmability test.

³² Arikunto, 118.

³³ Sandu Siyoto and A. Ali Sodik, *Dasar Metodologi Penelitian* (Yogyakarta: Literasi Media, 2015), 89.

³⁴ Sugiyono, *Metode Penelitian Kombinasi* (Bandung: ALFABETA, 2014), 415.

³⁵ Robert Bogdan and Steven J. Taylor, *Kualitatif Dasa-Dasar Pendidikan* (Surabaya: Usaha Nasional, 1993), 36.

³⁶ Sugiyono, *Metode Penelitian Kombinasi* (Bandung: Alfabeta, 2014), 308.

³⁷ Sugiyono, 34.

Table 1. : Data Description

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Self Efficacy	286	36	54	90	20545	71,84	7,519	56,531
curriculum perception	286	26	63	89	21462	75,04	5,178	26,812
learning environment	286	34	45	79	17941	62,73	7,080	50,127
student (santri) finance	286	17	17	34	7291	25,49	3,254	10,588
student (santri) persistence	286	17	74	91	23708	82,90	3,138	9,849
Valid N (listwise)	286							

Table 1. Shows that the average value of self-efficacy is 71.84, the average perception of the curriculum is 75.04, the average learning environment is 62.73, the average student (santri) finance is 25.49 and the average student (santri) persistence is 82.90

Data Trend Test

Based on the results of data processing conducted by the researcher, the tendency for self-efficacy variables showed that 95 or 33% obtained very high criteria, 157 respondents, or 55% of respondents obtained high criteria, 34 respondents, or 12% of respondents obtained medium criteria, 0 respondents or 0% of respondents obtained criteria low and 0 respondents or 0% of respondents obtained very low criteria. Thus it can be concluded that self-efficacy has high criteria. Then the tendency of the leadership variable shows that 133 or 47% get very high criteria, 153 respondents or 53% of respondents get high criteria, 0 respondents, or 0% of respondents get medium criteria, 0 respondents or 0% of respondents get low criteria and 0 respondents or 0% respondents get very low criteria. Thus it can be concluded that the perception of the curriculum has high criteria. Learning environment variables that 75 or 26% get very high criteria, 153 respondents, or 55% of respondents get high criteria, 53 respondents, or 19% of respondents get medium criteria, 0 respondents or 0% of respondents get low criteria and 0 respondents or 0% of respondents get very low criteria. Thus it can be concluded that the learning environment has high criteria. Meanwhile, the financial variable of the santri is explained that 30 or 10% get very high criteria, 156 respondents or 55% of respondents get high criteria, 96 respondents or 34% of respondents get medium criteria, 4 respondents or 1% of respondents get low criteria and 0 respondents or 0% respondents get very low criteria. Thus it can be concluded that students' financial perceptions have high criteria.

Pre-requisite Test Hypothesis

Before testing the hypothesis, a pre-requisite test hypothesis is first carried out. The pre-requisite tests are as follows:

Data Normalist Test

Table 2. : Variable Normality Test Results of X₁- X₂- X₃- X₄-Y

One-Sample Kolmogorov-Smirnov Test						
		self-efficacy	curriculum perception	learning environment	student finance	student persistence
N		286	286	286	286	286
Normal	Mean	72,03	75,38	62,78	25,51	82,63
Parameters ^{a,b}	Std. Deviation	7,530	5,274	7,071	3,673	4,037

Most Extreme Differences	Absolute	,053	,051	,050	,057	,059
	Positive	,049	,051	,046	,055	,059
	Negative	-,053	-,050	-,050	-,057	-,056
Test Statistic		,053	,051	,050	,057	,059
Asymp. Sig. (2-tailed)		,052 ^c	,073 ^c	,077 ^c	,027 ^c	,019 ^c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on Table 2. the results of the normality test can be seen that the significance values of the variables self-efficacy (X_1), Perception of Curriculum (X_2), Learning Environment (X_3), Student (santri) finances (X_4), and Student Persistence (Y) indicate Asymp values. Sig. > 0.05 so it can be concluded that the data is normally distributed.

Linearity Test

Based on the researcher's analysis using SPSS 26.0 for Windows, it is known that the self-efficacy variable has $F_{count} = 0.4621$. It is said to be linear if $F_{count} < F_{table}$. F table can be found in the statistical table at a significance of 0.05. To find the F table, you must know the values of df_1 and df_2 , $df_1 = k-1$ ($5-1 = 4$), and $df_2 = n-k$ ($286-4 = 282$ (k is the number of variables and n is the number of respondents)). The F table value is 1.678.

Table 3. : Variable Linearity Test Results

Variable	F_{count}	F_{table}
student (<i>santri</i>) persistence * self-efficacy	0,4621	1,678
student (<i>santri</i>) persistence * curriculum perception	0,5025	1,678
student (<i>santri</i>) persistence * learning environment	0,3622	1,678
student (<i>santri</i>) persistence * student (<i>santri</i>) finance	0,4527	1,678

Table 3 shows that $F_{count} < F_{table}$ sequentially is ($0.4621 < 1.678$), ($0.5025 < 1.678$), ($0.3622 < 1.678$), ($0.4527 < 1.678$) so it can be concluded that there is a relationship significant linear relationship between self-efficacy (X_1), curriculum perception (X_2), learning environment (X_3), student (*santri*) finance (X_4) and student (*santri*) persistence (Y).

Hypothesis Testing

T-Test

The basis for decision making by comparing t_{table} and 5% significance level is obtained $t_{table} = 1.968$. So, it can be concluded as follows:

Table 4. : Summary of Hypothesis Testing Results

No	Null Hypothesis (H_0) and Alternative Hypothesis (H_a)	t_{count}	t_{table}	Significance Results	Conclusion
1	H_a : There is an influence of self-efficacy on student (<i>santri</i>) persistence H_0 : There is no effect of self-efficacy on student (<i>santri</i>) persistence	14,510	1,968	$t_{count} (14,510) > t_{table} (1,986)$ and significance level (α) of $0.000 < 0.05$	H_a accepted, H_0 rejected
2	H_a : There is an influence of curriculum perception on student	13,327	1,968	$t_{count} (13,327) > t_{table} (1,986)$ and	H_a accepted, H_0 rejected

	(<i>santri</i>) persistence				significance level (α) of 0.000 < 0.05
	H ₀ : There is no influence of curriculum perception on student (<i>santri</i>) persistence				
3	H _a : There is an influence of learning environment on student (<i>santri</i>) persistence H ₀ : There is no influence of learning environment on student (<i>santri</i>) persistence	14,858	1,968	t _{count} (14,858) > t _{table} (1,986) and significance level (α) of 0.000 < 0.05	H _a accepted, H ₀ rejected
4	H _a : There is an influence of student (<i>santri</i>) finance on student (<i>santri</i>) persistence H ₀ : there is no influence of student (<i>santri</i>) finance on student (<i>santri</i>) persistence	13,939	1,968	t _{count} (13,939) > t _{table} (1,986) and significance level (α) of 0.000 < 0.05	H _a accepted, H ₀ rejected

Table 4. shows that all H₀ is rejected and H_a is accepted. Therefore, it can be concluded from these results that there is a significant influence between self-efficacy (X₁), curriculum perception (X₂), learning environment (X₃), student (*santri*) finance (X₄) and student (*santri*) persistence (Y).

F-Test (Simultaneous Hypothesis)

The Influence of self-efficacy, curriculum perceptions, learning environment and student (*santri*) finances on student (*santri*) persistence at Pondok Lirboyo

Table 5. : The results of Multiple Regression Tests between self-efficacy, curriculum perception, learning environment and student (*santri*) finance on student (*santri*) persistence

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2055,274	4	513,818	55,764	,000 ^b
	Residual	2589,177	281	9,214		
	Total	4644,451	285			

a. Dependent Variable: *student (santri) persistence*

b. Predictors: (Constant), student finance, curriculum perception, self efficacy, learning environment

Based on testing using the *SPSS 26.0 for windows* program in Table 5, F_{count} is 55.764 and a significance value is 0.000, which means that F_{count} (55.764) > F_{table} (1.678) and the significance level (α) is 0.000 < 0.05 then H₀ is rejected. Thus, it can be concluded that there is a significant influence between self-efficacy, curriculum perception, learning environment and student (*santri*) finance on student (*santri*) persistence at the Pondok Lirboyo.

Table 6. : Results of Multiple Linear Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	58,124	3,087		18,826	,000
	self efficacy	,090	,095	,168	,954	,341
	curriculum perception	,025	,071	,033	,351	,726

learning environment	,198	,118	,346	1,680	,094
student (santri) finance	,145	,139	,132	1,046	,297

a. Dependent Variable: student (santri) persistence

From the regression equation in Table 6, it can be interpreted as follows: (1) The value of student (santri) persistence coefficient for variable (Y) is 58.124. This implies that for each increase in student (santri) persistence by one unit, self-efficacy variable (X₁) is decreased by 0.090 assuming that the other independent variables in the regression model are fixed. (2) The value of student (santri) persistence coefficient for the variable (Y) is 58.124. It implies that for each increase in student (santri) persistence by one unit, the curriculum perception variable (X₂) is decreased by 0.025 assuming that the other independent variables in the regression model are fixed. (3) The value of student (santri) persistence coefficient for the variable (Y) is 48.086. It implies that for every increase in student (santri) persistence by one unit, learning environment variable (X₃) is decreased by 0.198 with the assumption that the other independent variables in the regression model are fixed. (4) The value of student (santri) persistence coefficient for the variable (Y) is 48.086. It implies that for every increase in student (santri) persistence by one unit, the student (santri) financial variable (X₄) is decreased by 0.145 assuming that the other independent variables in the regression model are fixed.

Determinaion Test (R2)

Table 7. : Termination Coefficient Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,665 ^a	,443	,435	3,035

a. Predictors: (Constant), student (santri) finance, curriculum perception, self efficacy, learning environment

Based on Table 7. shows the results of the relationship between self-efficacy, curriculum perception, learning environment, and student (santri) finance on student (santri) persistence at the Pondok Lirboyo, an R2 (R Square) value of 0.443 or equal to 44% is obtained. This figure means that the relationship between self-efficacy methods, curriculum perception, learning environment, and student (santri) finance towards student (santri) persistence at the Pondok Lirboyo shows a substantial relationship, namely 44% in the large category, while the remaining 66% must be explained by other causal factors that come from outside the regression.

QUALITATIVE RESULTS

Self Efficacy can increase student (santri) persistence at the Pondok Lirboyo

Researchers focused on the problem of how the student's (santri)' self-efficacy can increase student (santri) persistence at the Pondok Lirboyo. Before in-depth interviews here, Mr. M. Ziyadul Abid, one of the teachers at the Pondok Lirboyo, explained that when the students (santri) carry out learning in class, there are some students (santri) who still experience difficulties in learning, such as difficulties in interpreting the meaning of *pegon* (Javanese Arabic writing) because different environmental factors at the time and before in the Islamic boarding school and before. In addition to difficulties in teaching and learning activities, there

are difficulties in memorizing lessons to be read by the typing teacher in class or memorizing verses tested at the end of the year. Apart from encouragement from the teacher, they usually get encouragement from classmates or roommates, because with that they will feel endless enthusiasm even though they sometimes feel tired.

In accordance with what Mr. M. Ziyadul Abid stated, the enthusiasm to complete education is consequently very high due to the support from various elements of education that support each other, both peers and teachers during lessons or when facing learning difficulties. The following is the interview's outcomes:

"The confidence of the Lirboyo students to graduate is very high, *mas*, because each student from the administrators up to the *masyayikh* continues to give an injection of enthusiasm so the students can graduate, the very high enthusiasm for graduating can be seen from the large number of students who graduate at the Pondok Lirboyo."

Student (*santri*) finance can increase student (*santri*) persistence

Student (*santri*) finance plays a crucial part in the education of the students (*santri*) because, with these resources, the students (*santri*) are able to pay for boarding schools, Islamic schools (*madrasah*), the book purchase, and continuous education expenses. Kang Ahya Fuadi is one of the students who received remittances from his parents and from these remittances he was able to meet his needs. The following are the results of the interview:

"I think the gifts I get from my parents are sufficient for my daily needs because at the cottage we are taught to live simply and the important thing is enough because there are many people out there who have a lot of money but still not having enough."

Kang Fuad Muzakki can purchase school supplies and complete his education on schedule with the money he receives from his family back home. In general, students who attend boarding school get adequate tuition from their parents or close relatives. However, at the Lirboyo Islamic Boarding School, there are students who labor to support themselves. This is what Hedrifan, a shopkeeper, imparted based on the outcomes of the daily job assigned to fulfill the requirements of the students while they studied at the cottage. The following are the interview results: "*I work as a shopkeeper in the north of the but, Alhamdulillah my work is enough to meet my needs, enough to buy food, buy snacks and school support needs that I need.*"

In addition to meeting basic needs, the proceeds from work are usually used to pay for the *shabriyah* (payment) of the boarding school and to buy books for schools. Even though there are some students who recite the Koran at night and have to work from morning to evening, they can manage their time well so that there is no imbalance between study and work.

QUANTITATIVE AND QUALITATIVE RESULTS

Table 8. Quantitative and Qualitative Data Results

Influence Between Variables	Quantitative Data (Sig. <0,05)	Qualitative Data	Description
Student (<i>santri</i>) self efficacy and persistence	0.000 < 0.05 indicates Ho is rejected and Ha is accepted, which means a significant effect between variable X ₁ on Y	Self efficacy factors affect the persistence of students. It can be proven by the high self confidence of students both from themselves, the support of friends and also teachers which has an impact on increasing persistence.	Qualitative Qualitative data strengthens and deepens quantitative data
Student (<i>santri</i>) finance and student (<i>santri</i>) persistence	0.000 < 0.05 indicates Ho is rejected and Ha is accepted, which means a significant influence between variable X ₄ on Y	The financial factors of the students (<i>santri</i>) have an effect on student (<i>santri</i>) persistence. It can be proven by the existence of costs from both parents and work which can make students more focused on learning because if the students (<i>santri</i>) do not have funds it will impact the incomplete level of education.	Qualitative data strengthens and deepens quantitative data

Data Table 8. shows the results of testing the influence of two independent variables, namely self-efficacy and finance on student (*santri*) persistence. The results above show a significance if sig. <0.05. sig. value self-efficacy and finance variables 0.000; 0.000 < 0.005 then H₀ is rejected and H_a is accepted which means that there is a significant influence between the independent and dependent variables.

DISCUSSION

Self-efficacy can increase student (*santri*) persistence at the Pondok Lirboyo

The researchers found, based on their analysis and testing of hypotheses, that self-efficacy can increase the persistence of the Pondok Lirboyo students (*santri*), as evidenced by an R squared of 0.44 and an F value of 13.112. This shows that Ho is rejected and Ha is accepted. A significance value of 0.000 indicates > 0.05 so that it indicating a significant effect of self-efficacy on the persistence of students at the Lirboyo Islamic Boarding School.

The analysis and testing of hypotheses conducted by researchers lead to the conclusion that self-efficacy can boost the perseverance of Lirboyo Islamic Boarding School pupils. These data demonstrate that the self-efficacy of Lirboyo Islamic Boarding School pupils is positively correlated with their perseverance.

The results of this study also test Stroebe's hypothesis, which gives a definition of self-efficacy: "Self-efficacy refers to beliefs in one's ability to carry out certain actions required to

attain a specific goal.³⁹ "It can be interpreted that self-efficacy is a person's belief in his ability to work on a certain action to achieve a certain goal."⁴⁰

Wagner describes self-efficacy similarly to what Santrock mentioned, namely, "Self-efficacy refers to the judgments that people make about their ability to execute courses of action required to deal with prospective situations."⁴¹ "It can be interpreted that self-efficacy is a person's assessment of his ability to work on a certain action in order to obtain satisfactory results."

It is also consistent with the findings of Novi Cahyani and Hendri Wirata's research⁴² which stated that Self-efficacy is one factor that affects student learning results. A person with high self-efficacy will feel confident that he can do and change the conditions around him.

In addition, he will be confident that he will be able to complete a certain task, so he will do it. He will also be diligent in completing tasks, believe in their own abilities, views adversity as a challenge rather than a threat, seeks out new situations, be task-focused, and recover quickly from failure.⁴³

This belief will serve as the basis for making every effort to attain the set objectives. An individual with low self-efficacy believes he/she is incapable of doing assignments. Individuals feel powerless, get immediately depressed and frightened, detach themselves from tough activities, give up easily when confronted with barriers, and tend to focus on their weaknesses, the difficulties of the assignment, and the consequences of failure in challenging situations. So that he lacks confidence in his own talents, regardless of whether he is skilled or competent to perform specific tasks.

Student (*santri*) finance can increase student (*santri*) persistence at the Pondok Lirboyo

Based on the results of the analysis and testing of the researchers' hypothesis, it can be inferred that federal loans can enhance the persistence of students at the Pondok Lirboyo, as demonstrated by R squared = 0.443 and F = 17.349, respectively. This shows that Ho is rejected and Ha is accepted. A significance value of 0.000 indicates > 0.05 so it indicates a significant effect of self-efficacy on the persistence of students at the Lirboyo Islamic Boarding School.

³⁹ Miles Hewstone and Wolfgang Stroebe, *Introduction to Social Psychology* (Australia: Blackwell Publishing, n.d.), 524.

⁴⁰ Orkide Bakalim, Faika Şanal-Karahan, and Gözde Şensoy, 'The Effect of Group Supervision on the Psychological Counseling Self-Efficacy Levels of Psychological Counseling Candidates', *Turkish Online Journal of Qualitative Inquiry* 9, no. 4 (30 October 2018): 412–28, <https://doi.org/10.17569/tojqi.439769>; Jumiatu Jumiatu and Ari Kartiko, 'Pengaruh Self Efficacy Dan Locus of Control Terhadap Kinerja Guru', *Academicus: Journal of Teaching and Learning* 1, no. 1 (27 September 2022): 32–44; Emma Wray, Umesh Sharma, and Pearl Subban, 'Factors Influencing Teacher Self-Efficacy for Inclusive Education: A Systematic Literature Review', *Teaching and Teacher Education* 117 (1 September 2022): 103800, <https://doi.org/10.1016/j.tate.2022.103800>.

⁴¹ Wagner and Hollenbeck, *Organizational Behaviour: Securing Competitive Advantage* (New York: Routledge, n.d.), 93.

⁴² Novi Cahyani and Hendri Winata, 'The Roles of Self-Efficacy and Discipline in Improving Students' Learning Outcomes', *Jurnal Pendidikan Manajemen Perkantoran* 5, no. 2 (July 2020): 245, <https://doi.org/10.17509/jpm.v4i2.18008>.

⁴³ Chatia Hastasari, Benni Setiawan, and Suranto Aw, 'Students' Communication Patterns of Islamic Boarding Schools: The Case of Students in Muallimin Muhammadiyah Yogyakarta', *Heliyon* 8, no. 1 (1 January 2022): e08824, <https://doi.org/10.1016/j.heliyon.2022.e08824>.

Based on the results of the researchers' analysis and testing of their hypotheses, it can be stated that student aid can boost the persistence of Lirboyo Islamic Boarding School pupils.

According to the conclusions of the notion of educational needs in the book "Ta'lim al-Muta'allim" by Imam Al-Zarnuji, there are six prerequisites for obtaining knowledge: *dzuakun* (intelligence), *hirsun* (spirit), patience, provisions or costs, teacher's instructions, and a long time.⁴⁴ One of the six conditions listed above indicates that the results of this study strengthen the likelihood that an individual will be successful in completing the level of education.⁴⁵

Families with a disadvantaged economic status are more likely to focus on meeting their basic needs, thereby neglecting the education of their children. The socioeconomic status of parents will undoubtedly support the provision of essential learning facilities for children. With the fulfillment of children's learning facilities, learning ease will be created, learning motivation will be generated, and children's academic performance will improve.⁴⁶ Because with adequate costs, students will be unconcerned about financial issues and will be able to concentrate on their studies.

This is consistent with what Chotimah Lilis Nur stated, namely that the economic situation of the family plays a role in the development of children. For instance, a family whose economic situation is sufficient creates a broader material environment for its children, so that they have more opportunities to introduce a variety of skills, which cannot be developed if there are no tools.⁴⁷

From several presentations of the results and theories above, it shows that finance affects the continuity of student learning, it can be seen from the results of research that shows that students who are lacking in economic terms will tend to find a job, which will more or less reduce focus and time to study. Such conditions do not dampen the enthusiasm of Lirboyo students to continue learning activities until they can achieve the goal of *dzurriyah*, that is completing education until graduated (*tamat*).

⁴⁴ Syekh Az-Zarnuji, *Ta'limul Muta'alim* (Surabaya: Al-Hidayah, n.d.), 15.

⁴⁵ Khairul Nizam bin Zainal Badri, 'Balanced Education According to Imam Al-Zarnuji', *Tafkir: 2 interdisciplinary Journal of Islamic Education* 3, no. 2 (30 July 2022): 135–47, <https://doi.org/10.31538/tijte.v3i2.177>; M. Anas Thohir, Alfina C, and A. Dardiri, 'A Comparative Study on Sheikh Az-Zarnuji Thought and Idealism in the Philosophy of Education', *Epistemé: Jurnal Pengembangan Ilmu Keislaman* 12, no. 2 (5 December 2017): 411–33, <https://doi.org/10.21274/epis.2017.12.2.411-433>; Miftachul Huda et al., 'Traditional Wisdom on Sustainable Learning: An Insightful View From Al-Zarnuji's Ta'lim al-Muta'alim', *SAGE Open* 7, no. 1 (1 January 2017): 2158244017697160, <https://doi.org/10.1177/2158244017697160>; Torikhul Wasyik and Abdul Muhid, 'The Urgency of Classical Learning Motivation in the Millennial Era: Al-Zarnuji's Perspective', *Nazhruna: Jurnal Pendidikan Islam* 3, no. 3 (22 October 2020): 324–41, <https://doi.org/10.31538/nzh.v3i3.772>.

⁴⁶ Faisal Anwar, 'Pengaruh Kondisi Sosial Ekonomi Orang Tua Terhadap Prestasi Belajar Siswa Di SD Negeri 10 Banda Aceh', *Jurnal Pendidikan Serambi Ilmu* 26, no. 1 (n.d.): 26, <http://ojs.serambimekkah.ac.id/serambi-ilmu/article/view/517/475>.

⁴⁷ Chotimah Lilis Nur, 'Pengaruh Status Sosial Ekonomi Orang Tua Terhadap Prestasi Belajar Siswa (Studi Kasus Siswa Kelas VII SMP Negeri 1 Jember Tahun Ajaran 2016/2017)', *Jurnal Pendidikan Ekonomi* 1, no. 1 (2007): 76.

CONCLUSION

In relating to the research results and the researcher's interpretation, the following inferences may be made: (1) Self-efficacy has a positive and significant direct influence on the perseverance of the Pondok Lirboyo students (*santri*); (2) Curriculum perception has a positive and significant direct influence on student (*santri*) persistence at the Pondok Lirboyo. (3) Learning environment has a positive and significant direct influence on student (*santri*) persistence at the Pondok Lirboyo. (4) Student (*santri*) finance has a positive and significant direct influence on student (*santri*) persistence at the Pondok Lirboyo; (5) There is a significant relationship between self-efficacy, curriculum perception, learning environment, and student (*santri*) finance and student (*santri*) persistence at the Pondok Lirboyo. This 44% significant relationship is inside the high category; (6) The qualitative results confirm that the self-efficacy variable influences student (*santri*) persistence at the Pondok Lirboyo; (7) The qualitative results confirm that student (*santri*) financial status influences their persistence at the Pondok Lirboyo.

This study recommends that Islamic boarding schools promote student persistence by enhancing internal elements, such as self-efficacy and curriculum views, as well as external aspects, such as the institutional atmosphere and student finances. It has been demonstrated that increasing the aforementioned characteristics might boost students' motivation to complete their education. Complex internal and external aspects can be utilized by future researchers to obtain more thorough study outcomes.

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