



The Effect of Quranic Extracurricular Activities on the Academic Self-efficacy of Female High School Students in Khoy

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Abstract

Background: Quranic extracurricular activities, with the optimal use of the abilities of intelligence, contemplation, and concentration in the verses of the Qur'an, play an important role in all aspects of human life. This study aimed to investigate the effect of Qur'anic extracurricular activities on the academic self-efficacy of female high school students in Khoy city.

Methods: This research was applied in terms of purpose and method, and was conducted cross-sectionally in 2018 in Khoy high schools. The statistical population of this study was all-female high school students in Khoy, of which 60 were selected as clusters and were divided into two groups of 30 available. Data were collected through an eight-item self-efficacy study questionnaire motivated strategies for learning questionnaire (MSLQ).

Results: The distribution of the high percentage of students' academic self-efficacy by group shows that the Qur'anic extracurricular activities of 23.8% have a greater impact on the academic self-efficacy of female students. The study of intergroup effects also showed that the group factor had a significant effect on academic self-efficacy $\eta^2p=0.019$, $Pvalue=0.03$, $F(1,58)=4.820$. Therefore, it can be said that group Qur'anic extracurricular activities have had a great impact on academic self-efficacy in female high school students in Khoy.

Conclusions: Differences in the mean and standard deviation in students with Qur'anic extracurricular activities (Mean=47.03, SD=4.64) and students without Qur'anic extracurricular activities (Mean=44.20, SD=5.32) with a value of ($t=2.196$) and a degree of freedom ($df=58$) at a significant level of 0.03 is significant. The use of Quranic activities to increase academic self-efficacy to make positive changes in students' attitudes promotes the level of culture and improves their performance. Therefore, trying to identify the necessary Qur'anic strategies to improve students' academic self-efficacy has an effective role in their educational, professional, and family future.

Keywords: Quranic extracurricular activities, Academic self-efficacy, Students.

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extracurricular Quranic activities at a good and excellent level. Therefore, examining the conditions for using Quranic extracurricular activities is of special importance.

Education and learning is a two-way process in which teaching with the initiative and creativity of the teacher and learning is based on the concepts and objectives of the lesson so that both parties, teacher, and learner participate in this activity. If the mentioned activity is according to the special regional or climatic conditions or is in line with teaching the special talents of the learners, it is called extracurricular activity.² The implicit goal of extracurricular activities is to improve students' academic self-efficacy. Academic self-efficacy has a direct relationship with academic performance, which has recently become an important area of research.³ Self-efficacy is the ability to imagine a person to achieve the desired results. People with high academic self-efficacy are more likely to spend their energy analyzing and solving problems, while people with poor self-efficacy are annoyed by assessing their worries and concerns. They look at their abilities and skills with skepticism and expect failure before trying to solve the problem.⁴ Since extracurricular Quranic activities affect different parts of life, it seems necessary to pay attention to the relationship between academic self-efficacy and Quranic programs in this study.

Quranic extracurricular activities are a set of experiences, activities, and opportunities that are designed and implemented inside or outside the classroom. Aims such as eliminating the shortcomings of the curriculum, enriching the programs to deepen learning, paying attention to the different talents, needs, and interests of students, helping to cultivate individual abilities and transforming the educational environment, and turning it into a lively environment and they make dynamic possible.⁵ So far, studies on academic achievement and academic self-efficacy have been conducted, but the effect of Quranic extracurricular activities on academic self-efficacy has not been determined, so the present study seeks to answer the question of whether Quranic extracurricular activities can affect the academic self-efficacy of female students. The high school has an impact.

One of the main tasks of the education system is to provide appropriate learning opportunities to develop diverse talents and students. The needs arising from specific religious, cultural, and social conditions in various dimensions have posed a serious challenge to educational systems. Each country with the prevailing views of the education system seeks appropriate measures to meet the above challenges. One of the

Introduction

The student is a key member of the school. The student stage is one of the stages of gaining experience, practice, and presence in society and is one of the sensitive parts of individual and social life. Sometimes this stage of life, due to the use of useless activities, has unpleasant effects on a person's life. Optimal use of complementary and extracurricular activities at that time will play a vital role in a person's life. Various extracurricular activities can have a significant impact on students' lives.¹ One of these effective activities is the use of

solutions to overcome these challenges is the proper design of extracurricular activities to meet the educational needs of students.^{6,7} Research has shown that there is a direct relationship between self-efficacy and academic achievement, so the study of self-efficacy and ways to create self-efficacy in schools seems important. In academic settings, self-efficacy refers to students' beliefs about their ability to perform homework. Students who believe they can succeed in school. They show more desire, effort, and perseverance in doing homework and are more confident in their ability.⁸

The positive effects of extracurricular activities are numerous, such as the mental and psychological development of individuals, increasing personal responsibility and helping individuals to achieve an independent personality, unity and solidarity in society, and pluralism.^{9,10} No research has been done on the effect of students' Quranic extracurricular activities on academic self-efficacy, so conducting this research and its results can be used as a solution to the problems in students' academic self-efficacy, and the results can be used to students; Parents and teachers should be considered as an appropriate guide. No specific study has been done on demographic characteristics and their relationship with students' academic self-efficacy, but an article on demographic characteristics and moral intelligence of students has been compiled by Shahandeh et al. in which researchers have concluded that the characteristics demographics increase students' moral intelligence and increase moral productivity and doing positive things.¹¹

However, there are numerous studies on the self-efficacy of students, some of which are mentioned below. Daniel Fine believes that participating in extracurricular activities increases the ability of adolescents and reduces delinquency. Shulrov, Tuman, and Tully (2008) consider extracurricular activities to be effective in attitudes toward literacy, especially writing and arithmetic.¹² Educational programs and extracurricular activities are considered as effective factors on students' self-efficacy.¹³ They stated in their results that there is a significant relationship between academic self-efficacy and academic achievement.^{14,15} A study of the relationship between self-efficacy and achievement motivation in female pre-university students in Tehran showed that self-efficacy in four dimensions of self-management, self-regulation, self-stimulation, and self-confidence is related to achievement motivation and self-assessment and there was no relationship between self-efficacy and achievement motivation.¹⁶ Kakabraei and Afsharnia (2010) believe that there is no significant relationship between general self-efficacy and academic achievement, but there is a significant relationship between academic self-efficacy and academic achievement. Chang and Salomon (2010) in their study examined the relationship between self-efficacy and

academic achievement and showed that self-efficacy has a significant relationship with academic achievement.^{15,17}

Materials and Methods

The study was applied in terms of purpose, and a descriptive-explanatory study in terms of data collection and analysis that was conducted to determine the impact of Quranic extracurricular activities on academic self-efficacy of female high school students in the 2018 academic year. The statistical population included female high school students in Khoy city. According to the number of students working in high schools and based on Morgan table, 60 students were selected and divided into two groups of 30 as a statistical sample. The sampling method was cluster type that was selected in two groups of 30 people. Was invited to attend the briefing and explained how to complete the questionnaire. But no information was provided about the goals or variables. Extracurricular Qur'anic activities included daily recitation of the Qur'an, studying the translation and interpretation of verses recited on the same day, and meditating on the hadith of the same day from prayer books. The work tool used in this study was the eight-item subscale questionnaire of academic self-efficacy MQLS motivational and learning questionnaire.¹⁸ The validity and reliability of this questionnaire have been confirmed by several researchers.^{19,20}

Descriptive statistics were used to determine the mean and standard deviation of the indicators and inferential statistics were used to analyze the statistical tests. Also, to test the hypotheses of this research, first, the difference between the data of the two groups was obtained, then if it has data conditions. Have a distance or relative scale, random group selection, dispersion distribution of two identical groups, normal distribution, comparison of two independent samples, namely independent T and Manova test (Multivariate analysis of variance), data analysis was performed using SPSS18 software.

In humanities research studies, 0.05 is usually accepted as a significant level, so in this study, it is more than 95% likely that the relationship between the variables is real and less than 5% is likely to be due to chance.

Results

Table 1 shows the average descriptive statistics and standard deviation. Table 2 shows the results of Leven test and t-test. Table 3 shows distribution of frequency percentage of students' academic self-efficacy variable by group. Table 4 shows the results of assuming the normality of data for each variable by groups (Shapiro-Wilk test). Table 5 shows the results of multivariate test.

Table 1. Descriptive statistics (mean and standard deviation)

Question	Group					
	With extracurricular activities (Group A)			No extras (Group B)		
	Number	Average	Standard deviation	Number	Average	Standard deviation
1	30	6.2000	.96132	30	3.5333	1.47936
2	30	6.2333	.85836	30	3.7333	1.43679
3	30	6.3000	.87691	30	2.8667	1.30604
4	30	6.4667	.81931	30	2.7667	1.16511
5	30	6.2333	.85836	30	3.8333	1.64177
6	30	6.5333	.62881	30	3.7333	1.38796
7	30	6.3667	.76489	30	3.6667	1.21296
8	30	6.3333	.75810	30	3.6000	1.32873

Table 2. Leven test and t-test

Question	for equality of variances Levene's test				T-test for equality of means			
	F	Sig.	t	df	Mean of difference	Std. Error difference	95% Confidence interval of the difference	
							Lower	Upper
1	7.052	.010	8.279	58	2.66667	.32211	2.02189	3.31144
2	5.039	.029	8.181	58	2.50000	.30557	1.88834	3.11166
3	5.451	.023	11.954	58	3.43333	.28721	2.85842	4.00825
4	5.913	.018	14.228	58	3.70000	.26005	3.17946	4.22054
5	6.453	.014	7.096	58	2.40000	.33824	1.72294	3.07706
6	10.886	.002	10.065	58	2.80000	.27820	2.24312	3.35688
7	5.745	.020	10.313	58	2.70000	.26181	2.17593	3.22407
8	7.770	.007	9.786	58	2.73333	.27930	2.17426	3.29241

Table 3. Distribution of frequency percentage of students' academic self-efficacy variable by group

Variable		Group			
		With extracurricular activities (Group A)		No extras (Group B)	
		Number	Percentage	Number	Percentage
Academic self-efficacy	Low	1	3.3	5	16.7
	Medium	15	50	22	73.4
	Much	14	46.7	3	9.9

Table 4. Assumes the normality of data for each variable by groups (Shapiro-Wilk Test)

Self-efficacy variable	Shapiro-Wilk Test		
	Statistic	df	Sig.
With extracurricular activities (Group A)	.757	30	.000
No extras (Group B)	.899	30	.008

Table 5. Multivariate Test

Effect		Value	F	Hypothes df	Error df	Sig.	η^2p
Intercept	Pillai's Trace	.958	654.260(a)	2	57	0.0001	0.99
	Wilks' Lambda	.042	654.260(a)	2	57	0.0001	0.99
	Hotelling's Trace	22.956	654.260(a)	2	57	0.0001	0.99
	Roy's Largest Root	22.956	654.260(a)	2	57	0.0001	0.99
	Pillai's Trace	.611	44.713(a)	2	57	0.07	0.022
Group	Wilks' Lambda	.389	44.713(a)	2	57	0.07	0.022
	Hotelling's Trace	1.569	44.713(a)	2	57	0.07	0.022
	Roy's Largest Root	1.569	44.713(a)	2	57	0.07	0.022

Discussion

The present study investigates the effect of Quranic extracurricular activities on academic self-efficacy and the results were analyzed in general. Research data were collected from a questionnaire, which contained demographic questions and questions related to research hypotheses. Statistical analysis was performed and the results of table 1 were obtained. In this table, we calculated the average descriptive statistics and standard deviation.

In table 2, the mean of each of the 8 questions of the first group that had Quranic activity was compared with the 8 questions of the second group that did not have Quranic activity and it was observed that there is a significant difference between the mean of group A and the mean of group B. Also, the results of the independent t-test show that the difference in the mean value of students with Quranic extracurricular activities and students without Quranic extracurricular activities is significant at the level of 0.05. As a result, it can be

said that the hypothesis {no effect of extracurricular Quranic activities on academic self-efficacy} is rejected. In other words, extracurricular Quranic activities affect the academic self-efficacy of high school female students in Khoy. Because the values of Sig in the table are less than 0.05, so there is a significant difference between the two groups and also Leven test was performed to check the equality of variance, and the assumption of the equality of variance was confirmed.

According to the analysis of the findings in the table above, the analysis of the hypothesis of equality of variance using the leven test showed that the assumption of the equality of variance of the dependent variable error was observed in the groups, which was observed for the academic self-efficacy variable. The analysis of the level of academic self-efficacy of the students of the group with extracurricular activities is shown in the table below. In table 3, the frequency distribution of the students' academic self-efficacy variable is calculated according to the group in the table. In the questionnaires, the

answers of option 1 are low, option 2 to 6 is moderate and option 7 is high.

In table 4, the Shapiro-Wilk test was performed to check the normality of the data 0.757 and 0.899, so it was considered descriptively to have a normal distribution.

In table 5, the results of the data related to different variables of academic self-efficacy were analyzed using multivariate analysis of variance with two intragroup factors. Multivariate tests showed that there is a significant multivariate effect for the group factor descriptively. Also, the study of intergroup effects showed that the group factor had a significant effect on academic self-efficacy.

In multivariate analysis, four significant tests are performed called Pillai's trace, Hotelling's trace, Roy's largest root. It is known that the value of sig in all 4 tests in this section is less than 0.05. Therefore, the mean difference between the two groups based on all 4 tests is confirmed at the 95% confidence level. That is, the structure of extracurricular Quranic activities makes a difference in different educational groups. In other words, extracurricular activities affect students' academic self-efficacy.

Among the above tests, Wilks' Lambda test was more common and widely used. As can be seen in the table, the value of Wilks' Lambda between the group as $F=44.713$, $Value=0.389$, and within the group as $F=654.260$, $Value=0.042$, both of which are statistically significant. This test fluctuates between zero and one, and the closer it is to zero, the greater the mean difference of the quantitative variables in the groups, and conversely, the closer it is to one, the greater the difference between the means between the groups. By examining this issue, it was concluded that the group factor has a significant effect on academic self-efficacy.

The present study was conducted to investigate the effect of Quranic extracurricular activities on the academic self-efficacy of high school girls in Khoy. Based on the results of the research, data analysis of 60 students in the two groups showed that the descriptive status of the variables showed that the level of academic self-efficacy of students in the group with Quranic extracurricular activity shows that 1 person (3.3%) has low-level academic self-efficacy, 15 people (50%) in medium-level and 14 people (46.7%) in this group had high-level academic self-efficacy. Also in the group without extracurricular activities, 5 people (16.7%) had a low-level of academic self-efficacy, 22 people (73.4%) had a medium-level of self-efficacy and 3 people (9.9%) had a high-level of academic self-efficacy.

Examining the situation, the research hypotheses showed that in the intergroup effects of the group factor, it had a significant effect on academic self-efficacy ($\eta^2p=0.02$, $Pvalue=0.03$, $F(1,58)=44.713$). Therefore, it can be said that group Quranic extracurricular activities have a great impact on academic self-efficacy in high school girls in Khoy.

The difference between the mean and standard deviation of students with Quranic extracurricular activities ($M=6.333$, $SD=0.8157$) and students without Quranic extracurricular activities ($M=3.4666$, $SD=1.3698$) with the amount ($t=9.9877$)

and degree of freedom ($df=58$) is significant at the significance level of 0.015.

As a result, it can be said that extracurricular Quranic activities affect the academic self-efficacy of high school female students in Khoy. The results of the research indicate that Quranic extracurricular activities affect the academic self-efficacy of high school female students in Khoy. This finding is consistent with research that also shows the positive impact of extracurricular activities on variables such as increasing students' self-confidence, social and behavioral skills. The results of this study are consistent with the results of research on the impact of extracurricular activities that reduce corruption and fill leisure time and their positive impact on youth health. It is suggested that in all girls' and boys' schools for the first and second grades of high school, Quranic extracurricular activities be used for students' fertility and religious-cultural endeavors.

The limitation of this type of research is that schools use Quranic experts to perform Quranic extracurricular programs because, in most schools, other experts and teachers were used to perform Quranic extracurricular programs, and finally the expected result was achieved. Will not come. Finally, we thank all the people who helped us in this research.

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Conflict of Interest

The authors declare that they have no conflict of interest.

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