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Parental Economic Level and Parental Expectancy as Predictors of Santri Self-Efficacy: The Mediating Role of Motivation and The Impact on Self-Transformational Outcomes in Indonesian Islamic Boarding Schools

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Abstract: This study examines how parental economic level and parental expectancy influence santri self-efficacy through motivation, and how self-efficacy subsequently affects self-transformational outcomes among santri in Islamic boarding schools. While previous studies have largely focused on academic achievement or motivation as final outcomes, this research introduces self-transformational santri as an impact variable, representing sustained personal growth and internal change. A quantitative approach with a cross-sectional survey design is proposed, involving santri from Islamic boarding schools in Jambi Province (Kota Jambi, Sarolangun, and Bungo). Data are analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The findings are expected to demonstrate that parental economic level and parental expectancy positively influence motivation and self-efficacy, while self-efficacy santri serves as a key antecedent of self-transformational outcomes. This study contributes a novel psychological pathway model relevant to Islamic education management and pesantren development.

Keyword: Parental Economic Level, Parental Expectancy, Santri Motivation, Self-Efficacy Santri, Self-Transformational Santri, Pesantren, PLS-SEM.

INTRODUCTION

Islamic boarding schools (pesantren) have long functioned as transformative educational institutions in Indonesia, emphasizing not only cognitive development but also moral formation, spiritual discipline, and character building. Unlike conventional schooling

systems, pesantren education integrates learning, worship, and daily life into a holistic environment where students are expected to develop independence, resilience, and responsibility as part of their personal and spiritual journey.

Despite the strong institutional culture of pesantren, santri development is not shaped solely by educational environments. Family background remains a fundamental external influence that continues to shape students' psychological orientations, even after entering boarding school systems. Two critical family-related factors frequently discussed in educational psychology are parental economic level and parental expectancy. These factors operate as early social and psychological signals that influence how students perceive themselves, regulate their motivation, and respond to academic and non-academic challenges.

Parental economic level reflects a family's capacity to provide material resources, emotional security, and stability that support children's educational engagement. Students from economically stable families often experience lower levels of stress related to basic needs, allowing them to focus more effectively on learning and personal development. Conversely, economic limitations may create psychological pressure that affects students' motivation and confidence, even within educational systems that emphasize equality and simplicity, such as pesantren.

Parental expectancy represents parents' beliefs and aspirations regarding their children's future success. In many Indonesian families, particularly those who choose pesantren education, parental expectancy extends beyond academic achievement to include moral integrity, religious commitment, and social responsibility. These expectations are internalized by santri and function as motivational drivers that shape learning behavior, persistence, and self-belief.

Motivation plays a central role in translating parental influences into active engagement. In pesantren environments characterized by strict routines and discipline, motivation determines whether santri perceive challenges as burdens or opportunities for self-growth. Self-efficacy, defined as belief in one's ability to organize and execute actions required to achieve desired outcomes, represents a higher-order psychological construct that mediates between motivation and long-term outcomes.

Although motivation and self-efficacy have been extensively studied, most research treats these variables as final outcomes. This study argues that self-efficacy should be viewed as a gateway to deeper personal change, conceptualized as self-transformational santri, reflecting sustained self-improvement, responsibility, and adaptive identity development. Accordingly, this study aims to analyze the effects of parental economic level and parental expectancy on santri motivation and self-efficacy, and to examine the impact of self-efficacy on self-transformational outcomes.

Literature Review

Parental Economic Level

Parental economic level influences educational outcomes by shaping access to learning resources, emotional security, and perceived parental investment. Students from economically stable families tend to experience fewer stressors and greater learning support, which positively affects engagement and persistence.

Parental Expectancy

Parental expectancy refers to parents' beliefs about their children's potential and future success. High yet supportive expectations are associated with stronger motivation, persistence, and positive self-belief. In pesantren contexts, expectancy often includes moral and spiritual aspirations, making it particularly influential.

Motivation Santri as a Mediator

Motivation represents students' internal drive to engage in learning activities. As a mediating variable, motivation explains how parental economic level and expectancy are internalized into sustained effort and engagement.

Self-Efficacy Santri

Self-efficacy is a belief in one's ability to organize and execute actions required to achieve desired outcomes. High self-efficacy supports perseverance, self-regulation, and resilience in demanding educational environments such as pesantren.

Self-efficacy such ability to succeed in a global world is crucial for meeting future needs because it drives motivation, planning, and resilience, helping santri tackle challenges, set higher goals, and achieve better life outcomes, including career success and self-actualization, by fostering confidence and a positive outlook to their future goals and potential obstacles. Self-efficacy fostering optimism and a sense of control, which is critical for santri facing major life decisions.

Self-Transformational Santri (Impact Variable)

Self-transformation means a profound, internal shift in character, perspective, and self-concept, going beyond normal growth to redefine who he is and his place in the world, often involving new beliefs, habits, and a deeper sense of purpose, driven by conscious choice and inner work. Transformation is a thorough or change in form or appearance, a marked change, as in appearance or character of person.

It's a journey of becoming a "new" version of person, bridging the gap between his current self and his potential, sometimes triggered by life events but fundamentally. Self-transformational santri refers to sustained personal growth manifested in self-awareness, responsibility, independence, and continuous self-improvement. Unlike short-term academic outcomes, self-transformation reflects the deeper success of Islamic education aligned with lifelong character development (*tazkiyatun nafs*).

Tazkiyatun nafs means purification of the soul, namely the process of cleansing oneself from despicable traits (such as arrogance, envy, jealousy) and adorning it with noble morals (such as sincerity, trust, gratitude) so that the soul becomes clean, good, and of high quality, so that it can draw closer to Allah SWT to achieve happiness in this world and the hereafter. This involves efforts to improve oneself spiritually through worship, dhikr, and understanding religious knowledge.

Conceptual Framework

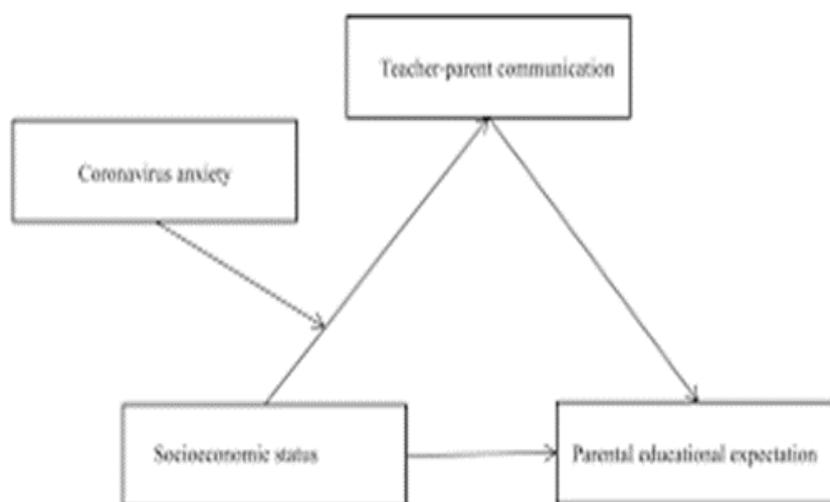


Figure 1. Conceptual Framework (Oval Model)

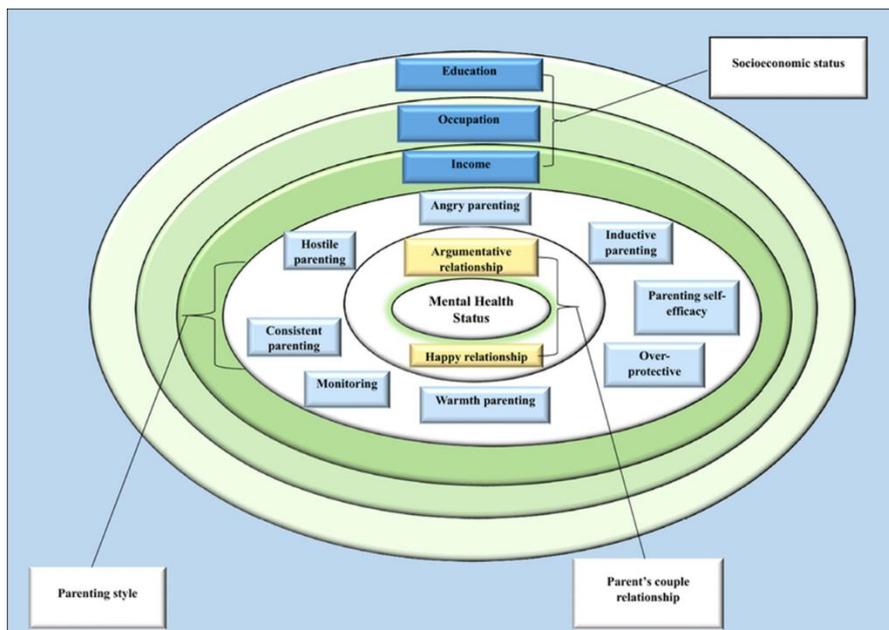


Figure 2. Conceptual Framework (Oval Model)

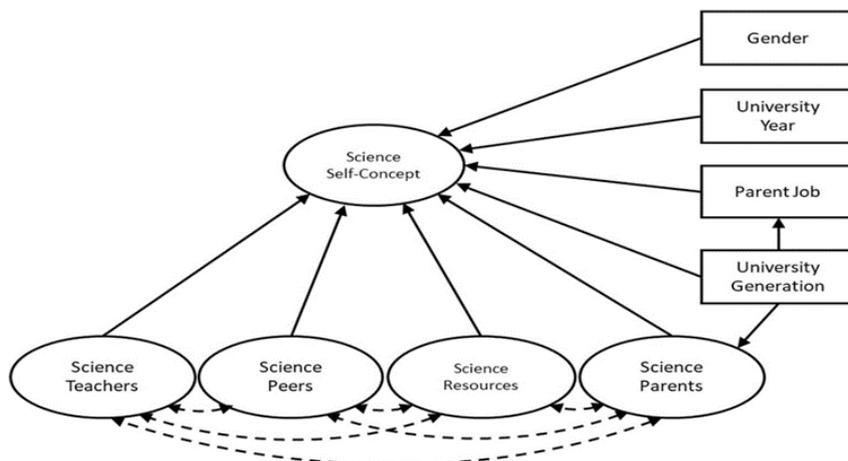


Figure 3. Conceptual Framework (Oval Model)

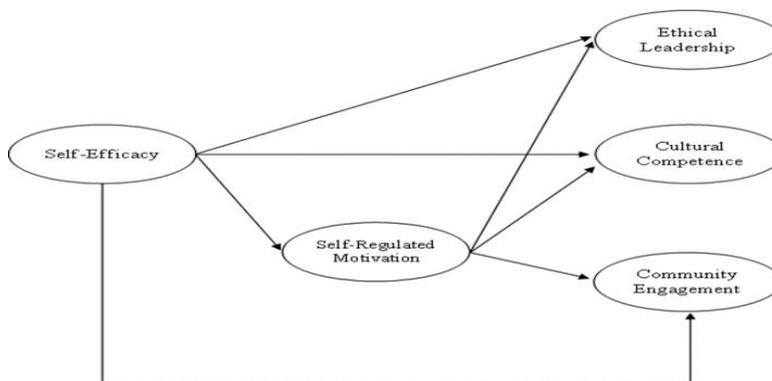


Figure 4. Conceptual Framework (Oval Model)

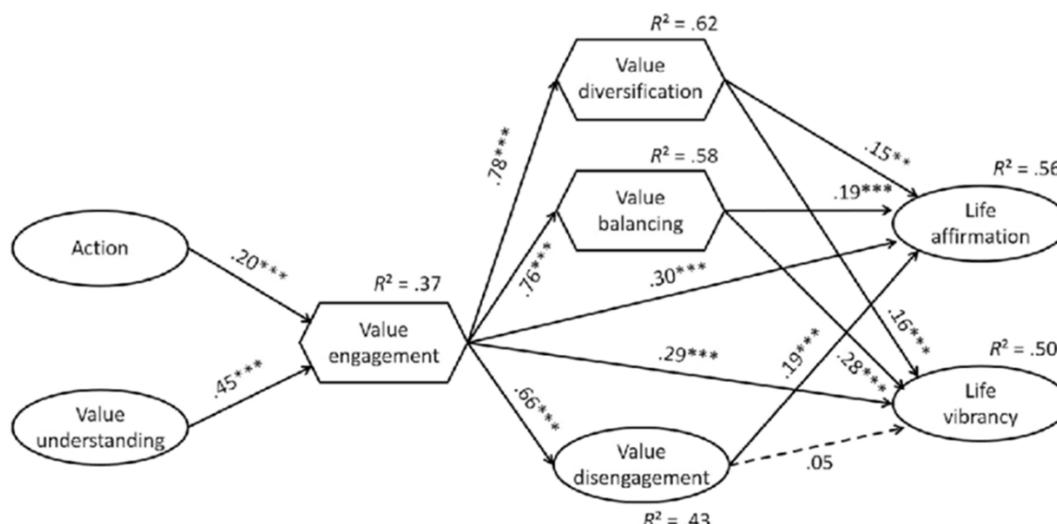


Figure 5. Conceptual Framework (Oval Model)

The conceptual framework proposes a sequential psychological pathway in which parental economic level and parental expectancy influence santri motivation. Motivation functions as a mediating mechanism that strengthens self-efficacy, which subsequently leads to self-transformational outcomes. Self-transformational santri is positioned as an impact-level variable representing sustained personal development beyond short-term academic achievement.

Hypotheses Development

- H1: Parental economic level positively influences santri motivation.
- H2: Parental expectancy positively influences santri motivation.
- H3: Santri motivation positively influences self-efficacy.
- H4: Santri self-efficacy positively influences self-transformational outcomes.
- H5: Motivation mediates the relationship between parental economic level and self-efficacy.
- H6: Motivation mediates the relationship between parental expectancy and self-efficacy.
- H7: Self-efficacy mediates the relationship between motivation and self-transformational outcomes.

METHOD

Research Design and Sample

The relationship between a population and a sample is fundamental for data collection and the validity of conclusions. This study employed quantitative cross-sectional design. The population consisted of santri from Islamic boarding schools (*pesantren*) in Jambi Province (Kota Jambi, Sarolangun, and Bungo). Purpose, with choosing participants based on specific researcher-defined traits. Purposive sampling was applied to select respondents who had completed at least one year of *pesantren* education.

Variables and Measurement

Purposive sampling was applied to select respondents who had completed at least one year of *pesantren* education.

1. X1: Parental Economic Level
2. X2: Parental Expectancy
3. X3: Santri Motivation (Mediator)
4. X4: Santri Self-Efficacy
5. D: Self-Transformational Santri (Impact Variable)

The study involved five latent variables: parental economic level (X1), parental expectancy (X2), santri motivation (X3), santri self-efficacy (X4), and self-transformational santri (D). All constructions were measured reflectively using Likert-scale indicators.

Data Analysis

Data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with Smart-PLS software, evaluating both measurement and structural models. Data are analyzed using PLS-SEM to assess the outer model (measurement validity and reliability) and inner model (structural relationships and mediation effects).

RESULT AND DISCUSSION

Results

Outer Model (Measurement Model).

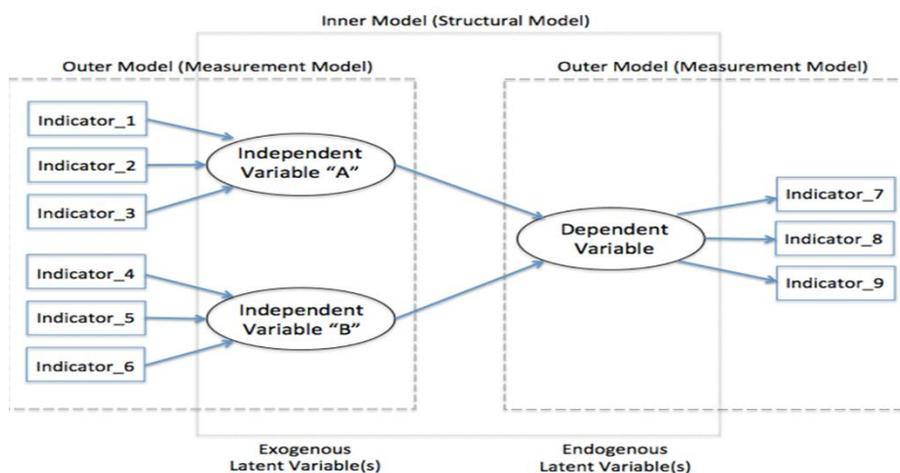


Figure 6. Outer Model (Measurement Model)

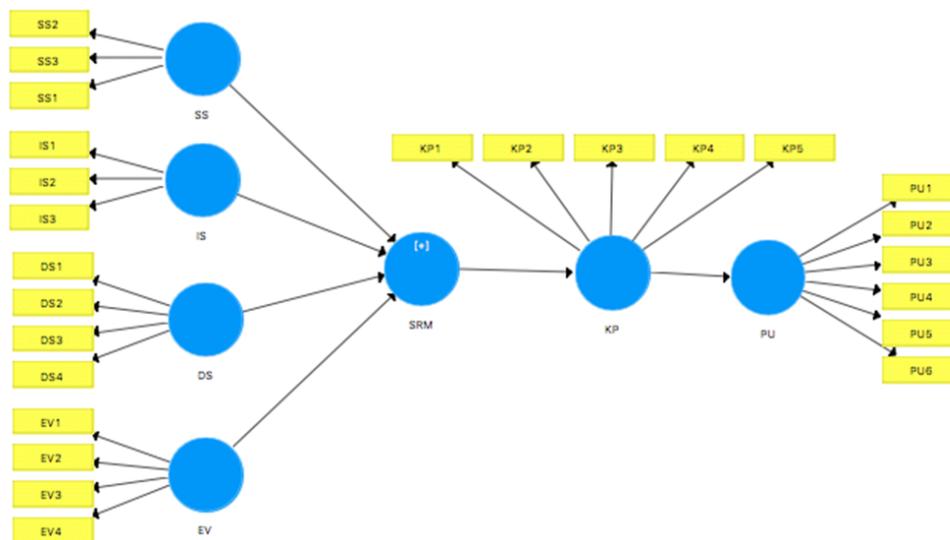


Figure 7. Outer Model (Measurement Model)

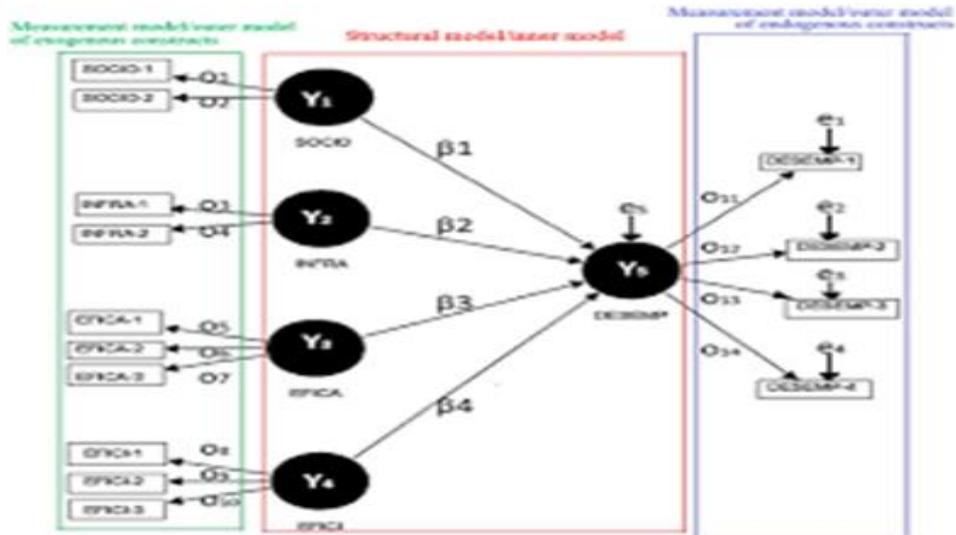


Figure 8. Outer Model (Measurement Model)

The outer model evaluation demonstrates that all indicators load strongly on their respective constructs. Outer loadings exceed the recommended threshold of 0.70, composite reliability values are above 0.70, and AVE values exceed 0.50. Discriminate validity assessed using HTMT ratios confirms that all constructions are empirically distinct.

Inner Model (Structural Model)

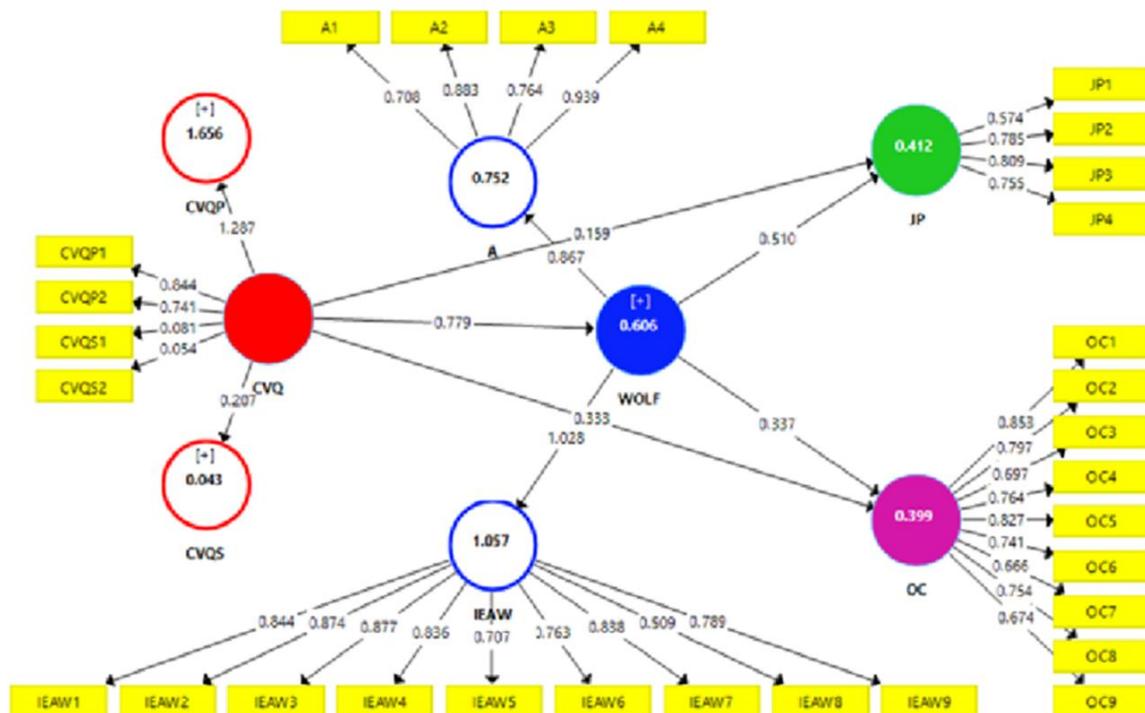


Figure 9. Inner Model (Structural Model)

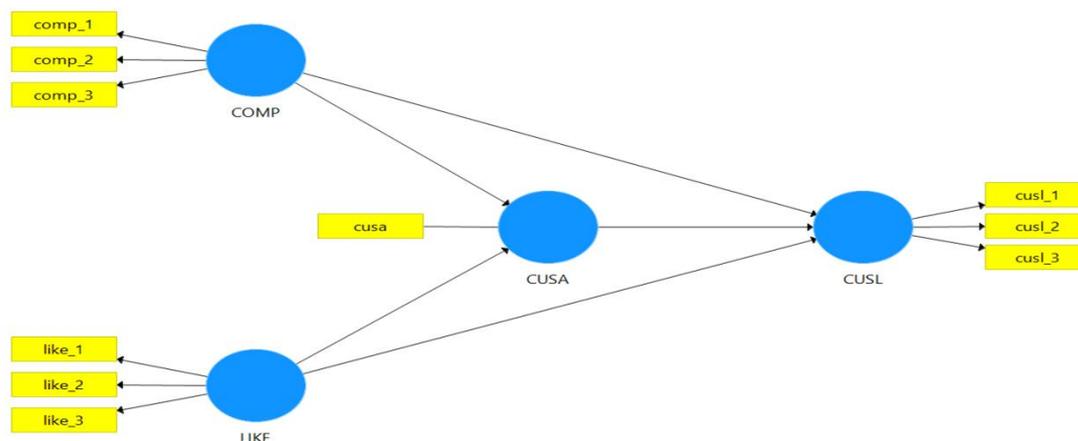


Figure 10. Inner Model (Structural Model)

The structural model analysis reveals that parental economic level and parental expectancy significantly influence Santri motivation. Motivation significantly predicts self-efficacy, and self-efficacy has a strong positive effect on self-transformational outcomes. Mediation analysis confirms that motivation and self-efficacy function as sequential mediators.

Discussion

The findings highlight the importance of family background in shaping *Santri* psychological development. Motivation functions as a key mechanism translating parental influences into self-efficacy. Furthermore, self-efficacy emerges as a decisive factor fostering self-transformation, emphasizing confidence and agency as prerequisites for sustained personal growth within *Pesantren* contexts.

The proposed model highlights the importance of family background in shaping *santri* psychological development. Motivation functions as a critical mechanism that translates parental influences into self-efficacy. Moreover, self-efficacy emerges as a decisive factor in fostering self-transformation, emphasizing that confidence and agency are prerequisites for sustained personal growth.

Theoretical and Practical Implications

1. Theoretically, this study extends expectancy–value and self-efficacy theories by positioning self-transformation as an impact-level outcome.
2. Practically, the findings guide *Pesantren* leaders, parents, and policymakers to foster motivational climates and supportive parental engagement.

Research Novelty

The novelty of this study lies in positioning self-transformational *santri* as an impact variable, extending beyond conventional outcomes such as achievement or motivation. The study proposes a sequential psychological pathway—parental factors → motivation → self-efficacy → self-transformation—integrated within the *Pesantren* context. Methodologically, it operationalizes self-transformation as a measurable latent construct and tests it using PLS-SEM, contributing both theoretically and empirically to Islamic education management research.

CONCLUSION

1. This study proposes a novel psychological pathway linking parental factors, motivation, self-efficacy, and self-transformational outcomes.
2. Future research should employ longitudinal designs and incorporate institutional moderators to further enrich the model.

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