



The Effect of Self- Efficacy on Student Confidence in the Use of Artificial Intelligence for Islamic Education Management

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Abstract

This study aims to analyze the effect of *self-efficacy* on student confidence in utilizing *Artificial intelligence* (AI) for Islamic education management. This quantitative research involved 63 students of the Islamic Education Management class 2020 as samples, using a Likert scale questionnaire with 30 statements. Data analysis was conducted using SPSS 25 through descriptive, prerequisite, and simple regression tests. The results showed that *self-efficacy* significantly affected student self-confidence, contributing to 63.2%, while other variables influenced the rest. The Kolmogorov-Smirnov normality test shows the data is normally distributed (sig. 0.071), while the simple linear regression test shows the regression model is significant (F count 25.029; sig. 0.000). This research aims to explore the application of artificial intelligence (*AI*) in Islamic education, particularly in teaching religious values and improving the efficiency of education management in the digital era. The results of this study are expected to provide insights into how AI can address challenges in Islamic education and introduce new approaches that are more inclusive, relevant and in line with the latest technological trends.

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Introduction

Self-efficacy refers to an individual's belief in their ability to handle various tasks or situations. In Islamic education, students' self-efficacy affects how confident they feel in facing academic challenges and applying Islamic teachings in their daily lives. Students with high self-efficacy tend to be more adaptable and face these challenges. In contrast, students with low self-efficacy may feel inhibited, impacting the quality of learning and the application of Islamic teachings.

Individuals with high levels of self-efficacy tend to be more courageous in facing challenges and do not avoid complex tasks but rather see them as opportunities for growth.

Students who feel confident in their abilities use AI-based digital tools more effectively. They rely on them to complete tasks and actively integrate them into their learning process. In contrast, students with low self-efficacy may feel inadequate and prefer to rely on help from AI without fully understanding the process or material being studied. Students' self-efficacy is crucial in increasing their confidence in using AI-based digital tools, as belief in their abilities encourages them to try, master, and utilize the technology without fear or doubt. Students with high self-efficacy tend to be more open to exploring, overcoming challenges, and learning from failures, thus developing the necessary digital skills. They are also more intrinsically motivated to use AI in learning, which can accelerate the learning process, enhance creativity, and encourage deeper engagement with technology, enriching their academic experience.

Students' self-efficacy is influenced by various interrelated factors, shaping how they perceive their ability to face academic challenges (Sulistiani & Dewi, 2024). Several factors play a role in forming self-efficacy: personal experience, social support, and cognitive processes. Personal experiences, such as success or failure in completing academic tasks, are important in strengthening or decreasing students' self-efficacy. Social support is also an important factor in building self-efficacy. Students who feel supported by their lecturers, classmates, family, and religious community tend to have more confidence in their abilities and support, which prioritizes religious education. Self-confidence driven by self-efficacy also plays a key role in students' ability to survive and thrive using AI in Islamic education.

Integrating AI in education, including Islamic education, offers many benefits, such as personalized learning, increased engagement, and improved academic performance. Students' belief in their ability to use digital tools, known as digital efficacy, significantly influences their willingness to adopt artificial intelligence (AI) technologies. The higher the level of digital efficacy of a student, the more likely they are to feel confident in exploring and utilizing various AI-based tools in their learning; increased digital efficacy can play a key role in accelerating the adoption of AI technologies and optimizing students' learning experience.

AI tools' perceived usefulness and ease of use, such as ChatGPT, are important in shaping students' confidence and self-efficacy towards such technologies. When students perceive clear benefits from using AI tools in their learning, such as improved understanding of material or efficiency in completing tasks, they tend to feel more confident and assured in their ability to operate the technology. Of course, it also helps students improve their use of Islamic Education governance. Students' confidence dramatically influences how they use AI in their daily lives.

Good governance in Islamic education is essential to ensure that the learning process is not only quality but also relevant to the needs of the times and able to create holistic individuals, both intellectual, moral, and spiritual. In this context, the management strategies implemented should incorporate Islamic principles, such as justice, transparency and responsibility, which become the foundation for wise decision-making in every aspect of education. Islamic education management has deep roots in religious principles that serve as a moral and ethical foundation in learning. However, to remain relevant in an ever-evolving world also requires the ability to adapt to contemporary challenges.

Self-efficacy and AI technology can contribute significantly to overcoming the challenges faced by Islamic education, especially in the digital era, noting aspects such as lack of access to and understanding of technology, limited resources, integration of Islamic values and resistance to change. The challenges that occur can undoubtedly be overcome by the role of self-efficacy, including increasing the confidence of teachers and students in using AI technology for Islamic Education and overcoming anxiety and stress in facing challenging tasks. For example, AI chatbots can answer students' questions about religious subjects in

real-time. Students with high self-efficacy will feel more comfortable using this chatbot as an additional learning resource online learning. Teachers who believe in their ability to use online learning platforms can create an interactive learning environment where students can discuss Islamic values while using modern technology to support their learning.

Using technology, such as internet-based learning, educational applications, and AI tools, not only improves learning efficiency but also opens up opportunities for a more flexible and interactive approach. Increasing self-efficacy among students is essential to build their confidence in using AI-based digital tools. By increasing confidence in their abilities, students can be more motivated, reduce anxiety, improve their academic performance, and make optimal use of technology in the learning process.

AI can facilitate the teaching of Islamic values and improve the management of Islamic education innovatively and efficiently. AI enables personalized learning, where materials are tailored to the student's level of understanding. AI-based chatbots can provide interactive answers to students' questions about Islamic teachings, while AI-based online learning platforms can improve access to education in remote areas. AI also enables mapping of student progress, providing precise feedback to teachers, and presenting material engagingly through multimedia. In addition, AI can manage educational administration, such as schedules and attendance, and provide automated grading and feedback for assignments related to Islamic understanding. Thus, AI can make Islamic education more efficient, relevant and accessible in the digital age.

There are also relevant studies related to this, such as "Correlation between AI Utilization and Higher-Level Students' Self-efficacy", which discusses the relationship between AI usage and self-efficacy of advanced students. The results show a significant positive correlation between the two variables, emphasizing the importance of student confidence in utilizing AI technology to support the learning process. Then there is the application "Artificial Intelligence in Career Education for Students with Intellectual Disabilities", which evaluates the effect of AI-based education on students' self-efficacy and learning flow. While focusing on career education, the study's results provide relevant insights into how AI can improve individual confidence. Finally, there is a book entitled "Artificial Intelligence in Education: Promise and Implications for Teaching and Learning" This book discusses how AI can be applied in education, including its impact on student motivation and self-efficacy.

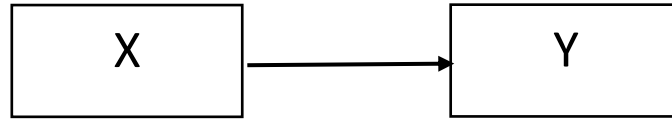
With the development of technology, especially artificial intelligence (AI), it is important to understand how psychological factors, such as self-efficacy, play a role in supporting students' confidence in utilizing this technology in education. This study aims to analyze the influence of self-efficacy on students' confidence in using AI, especially in the context of Islamic education management. The results of this study can provide valuable insights for developing more inclusive and effective technology-based learning strategies.

Methods

This quantitative study aims to determine how influential *self-efficacy* is on student confidence in using AI to manage Islamic Education data obtained from questionnaires that have been processed using a *self-efficacy* scale instrument. The population of this study were all undergraduate students of the Islamic Education Management Class of 2020. The number of samples in this study was 63 students. Questionnaires using the Likert Scale are arranged by presenting 5 scales from Strongly Agree to Disagree, with 30 statements Strongly.

This study used SPSS 25 to conduct as many as three statistical calculation tests: descriptive tests, prerequisite tests and hypothesis testing. Descriptive tests determine the mean, median, mode, standard deviation and others based on their respective variables. The

prerequisite tests used are the normality test, multicollinearity test, and heteroscedasticity test, where the test is carried out based on the results of the distributed questionnaire. Meanwhile, the hypothesis test is a simple regression test used to analyze data that aims to determine how much influence *self-efficacy* has on student confidence in using AI to manage Islamic Education. Furthermore, this research design can be described as follows.



Description
 X = *Self-efficacy*
 Y = Self-confidence

Results and Discussion

Based on the results of the questionnaire calculations that were carried out, the *frequency* of self-efficacy in each individual was tested on students. The following are the results of the questionnaire calculation seen from each individual.

Table 1. Descriptive Test

Self-efficacy		Selft-Confidence	
Mean	83, 63	Mean	87,8
Median	82	Median	85
Mode	79	Mode	84
Minimum	75	Minimum	65
Maximun	93	Maximun	90

Furthermore, the first prerequisite test will be carried out to determine whether the data results are normally distributed or abnormal, so Kolmogorov-Smirnov is used. The test results are as follows:

Table 2. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		63
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	6,76031584
	Most Extreme Differences	
Test Statistic	Absolute	,074
	Positive	,074
	Negative	-,030
Asymp. Sig. (2-tailed)		,074
		,071 ^c

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

Based on Table 3 of the normality test in the Kolmogorov-Smirnov test table above, it can be seen that the significance value is 0.071. This indicates that the tested data is

normally distributed, because the sig value > 0.05. The results of the linearity test can be seen in the following table:

Table 3. Multicollinearity Test Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Mr.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	BRIGHT
1	(Constant)	44,648	5,402		8,266	,000		
	<i>Self-efficacy</i> (X)	,902	,180	,401	5,003	,000	1,000	1,000

a. Dependent Variable: Confidence

Based on Table 4 of the Multicollinearity Test, it can be seen that the VIF value of the variable (X) is $1,000 < 10$, and the tolerance value is $1,000 > 0.1$; this can be interpreted that there is no multicollinearity so that the multicollinearity test is fulfilled and the data can be used for research. Furthermore, the results of the heteroskedasticity test are as follows:

Table 4. Heteroscedasticity Test Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Mr.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	BRIGHT
1	(Constant)	-,677	3,293		-,206	,837		
	<i>Self-efficacy</i> (X)	,201	,110	,157	1,825	,070	1,000	1,000

a. Dependent Variable: RES2

Based on Table 5 above, it can be seen and known that the significance value and independent variables are at $1.00 > 0.05$. Referring to the pattern of decision-making, there are no symptoms of heteroskedasticity or data that tends to be homogeneous. Thus, in this scattered data, there are no symptoms of heteroskedasticity or data that tends to be homogeneous. Furthermore, the Sedehana Linear Regression Test is as follows:

Table 5. Simple Linear Regression Test ANOVA

Model		Sum of Squares	df	Mean Square	F	Mr.
1	Regression	115,586	1	115,586	25,029	,000b
	Residual	603,647	62	6,051		
	Total	718,233	63			

a. Dependent Variable: Confidence

b. Predictors: (Constant), *Self-efficacy*

Table 7 shows that F counts = 25.029 with a significance level of $0.000 < 0.05$. The regression model can be used to predict the religiosity variable, or in other words, self-efficacy influences self-confidence. Furthermore, the calculation of the Coefficient of Determination is as follows:

**Table 6. Results of Determination Coefficient Calculation
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,759a	,632	,616	1,78611

a. Predictors: (Constant), *Self-efficacy*

Based on Table 7 above, it can be seen that the Rsquare value is 0.632; this means that the effect of the *Self_Efficacy* variable (X) on the Self-Confidence variable is 63.2%, with the remaining 36.8% being influenced by other variables not included in this study.

Self-efficacy or self-efficacy is an individual's belief in his ability to organize and carry out the actions needed to achieve specific goals. In the educational environment, self-efficacy is a key success factor for students, especially when facing technology-based learning challenges such as artificial intelligence (AI). Students with high self-efficacy tend to be confident when tackling complex tasks because they believe they can. Therefore, educational institutions need to build and strengthen students' self-efficacy.

Self-confidence is a direct result of the level of *self-efficacy* an individual has. A person with high *self-efficacy* will be more optimistic in completing tasks and will not easily give up when facing difficulties. In this study, *self-efficacy* was shown to contribute to students' confidence in using AI to support the management of Islamic education. This suggests that confidence is influenced not only by talent or technical ability but also by an individual's perception of his or her abilities.

In the digital era, technologies such as AI are becoming integral to education. However, technology adaptation requires strong *self-efficacy* as the process involves learning new tools and making technology-based decisions. *Self-efficacy* is important in reducing anxiety and increasing students' motivation to learn the technology. With high levels of *self-efficacy*, students are more motivated to explore AI and believe they can use it effectively.

Self-efficacy theory provides a basis for more effective educational development strategies, especially when introducing new technologies. Educational institutions need to create a learning environment that supports the development of *self-efficacy* through technology-based training, providing positive feedback, and creating successful experiences. By doing so, students can build self-confidence and develop the necessary skills to face the challenges of modern education. This theory is the foundation for implementing programs that focus not only on technical abilities but also on strengthening students' mental and emotional well-being.

This study's results align with the theory that *self-efficacy* is key to building individual confidence. With a high level of *self-efficacy*, students are better prepared to face challenges in adopting new technologies, such as AI, in Islamic education. This study implies the need to develop training programs that focus on increasing students' *self-efficacy*, especially in technological skills. Thus, students can be more confident and competent in utilizing technology to support education management.

The strong relationship between *self-efficacy* and the ability to use educational technology indicates that technological skills cannot be separated from the mental development of students. With high *self-efficacy*, students are better prepared to face challenges in the ever-evolving digital era. They can not only utilize technology for academic purposes but also to create innovative solutions supporting Islamic education's advancement.

Therefore, strengthening *self-efficacy* should be part of a long-term educational strategy focusing on empowering students as agents of change in educational transformation.

This study shows that *self-efficacy* significantly influences students' confidence in using artificial intelligence (AI) to manage Islamic education. Questionnaire data shows that the majority of students, 31 out of 63 respondents, are in the "Agree" category on their ability to manage this technology. This result shows that students who have confidence in their abilities are more confident in utilizing AI to support the education process, which is relevant to Fahrudin M. (2020) research. This study shows a positive relationship between *self-efficacy* and learning outcomes, which is also relevant to using AI for education. Amri, S. (2018) this study examined the relationship between self-efficacy and student academic achievement. This indicates the importance of developing *self-efficacy* among students to improve their technological skills. Based on the descriptive test results, it is known that the average student *self-efficacy* score is 83.63, while the average self-confidence score is 87.8. The normality test using the Kolmogorov-Smirnov method yielded a significance value of 0.071 (>0.05), indicating that the data was normally distributed. In addition, the multicollinearity test shows that the tolerance value is 1.000 and VIF is 1.000, which means there are no multicollinearity symptoms in the data. This data strengthens the validity of the results of the research conducted.

The results showed that self-efficacy has a significant influence on student self-confidence, with a coefficient of determination $R^2=0.632$, which indicates that 63.2% of the variation in self-confidence can be explained by self-efficacy. This confirms that self-efficacy is important for student confidence when facing academic and social challenges. In addition, the calculated F value of 25.029 with a significance level of 0.000 ($p < 0.05$) indicates that the regression model used is relevant, reflecting the actual relationship between the two variables. This research is in line with a study by Mahsunah and Musbikhin (2023), which found that self-efficacy also significantly influences student self-confidence with a coefficient of determination of 31%.

In a broader context, research by Raudatussalamah (2015) showed that self-efficacy contributed 41% to the fear of failure among university students. This finding suggests that the higher one's self-efficacy level, the lower one's fear of failure, which can increase self-confidence. Thus, self-efficacy plays a role in increasing self-confidence and reducing the fear of failure, creating a positive cycle in students' personal development.

Overall, this study confirms the importance of self-efficacy development in increasing students' self-confidence. This is particularly relevant in the current educational context, where technology increasingly dominates teaching and learning. By enhancing self-efficacy through training and positive experiences, educational institutions can help students feel more confident in facing academic challenges and using new technologies.

Conclusion

This study shows that *self-efficacy* significantly affects students' confidence in using artificial intelligence (AI) to manage Islamic education. Based on the analysis, *self-efficacy* contributes 63.2% to students' confidence, while other factors influence 36.8%. With an average *self-efficacy* score of 83.63 and self-confidence of 87.8, the results confirm that students with high confidence in their abilities are more confident in utilizing technology to support the educational process. These findings emphasize the importance of developing technology-based training programs that improve technical skills and build students' *self-efficacy*. With a high level of *self-efficacy*, students can more easily adapt to the challenges of modern technology, utilize AI effectively, and support the transformation of innovative Islamic education in the digital era.

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