

The Tendency of Hopelessness in Final Students: The Role of *Tawakal* and Peer Attachment as Muslim Students

Citamia Vastya Ihsani¹, Deden Sudirman², Zulmi Ramdani^{3*}, Ahmad Fahmi Dinulloh⁴

^{1,2,3}Fakultas Psikologi UIN Sunan Gunung Djati Bandung, Indonesia

³Institute of Social Sciences, Bursa Uludağ University, Turkey

⁴Prodi Pendidikan Agama Islam, Institut Madani Nusantara Sukabumi, Indonesia

e-mail: *zulmiramdani@uinsgd.ac.id

Abstract / Abstrak

When they are at the final level of completing their studies, there are many conditions that make students feel hopeless. However, as Muslims, there are many conditions that enable students to survive this despair. The aim of this research is to look at the role of trust and peer attachment as predictors of hopelessness in final year Muslim students. A quantitative research design was used involving 375 Muslim students who were at the final level of college. Multiple regression data analysis was tested on the proposed hypothesis with significance results below 5%. This means that there is an influence of trust and peer attachment on hopelessness in final year Muslim students. This study has implications for strengthening trust in Allah and strengthening positive relationships with peers as one of the best ways to avoid situations of hopelessness when working on final assignments.

Saat berada pada level akhir penyelesaian studi, banyak kondisi yang membuat mahasiswa menjadi putus asa. Namun sebagai muslim, banyak pula kondisi yang membuat mahasiswa bisa bertahan dari keputusan tersebut. Tujuan penelitian ini untuk melihat peran tawakal dan peer attachment sebagai prediktor hopelessness pada mahasiswa muslim tingkat akhir. Desain penelitian kuantitatif digunakan dengan melibatkan 375 mahasiswa muslim yang berada pada tingkat akhir perkuliahan. Analisis data regresi berganda diujikan pada hipotesis yang diajukan dengan hasil signifikansi di bawah 5%. Ini artinya terdapat pengaruh tawakal dan peer attachment terhadap hopelessness pada mahasiswa muslim tingkat akhir. Studi ini berimplikasi terhadap penguatan sifat tawakal kepada Allah dan mempererat hubungan positif dengan teman sebaya sebagai salah satu cara terbaik menghindari situasi keputusan saat mengerjakan tugas akhir.

Keywords / Kata kunci

Tawakal;
Peer attachment;
Hopelessness;
Final year student

*Tawakal;
Kelekatan pertemanan;
Keputusasaan;
Mahasiswa tingkat akhir*

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Introduction

Final year students who are currently studying at tertiary institutions are required to complete their education within the specified time. Various demands also come from parents, academics, friends or from themselves. Not a few in the process of completing it, students have to be faced with various obstacles, constraints and barriers that are considered as difficulties. As a result, these difficulties develop into negative feelings within students (Pascoe et al., 2020; Shankar & Park, 2016). Even for final year students, stress levels are higher because they not only have course assignments but also have to complete their final assignments (Ramdani et al., 2018).

Not only that, final year students will be faced with many demands that they bear both externally and internally, such as: experiencing difficulties in writing, abilities in the academic field that are not supported, lack of interest in research, failure to find a thesis title and difficulties in literature. and reading material (Hamka & Yusuf, 2023; Rizkillah & Rahmawati, 2022). As well as graduation requirements that have been determined by each university, such as there are several graduation requirements apart from writing a thesis, but must pass TOEFL and TOEFA, must memorize juz 30, a comprehensive exam and other requirements according to the policy of each faculty (Hamka & Yusuf, 2023; Rizkillah & Rahmawati, 2022). These demands

become a particular stressor for students, which results in things that are considered difficult development into negative feelings and they can cause various tensions, worries, stress, low self-esteem, frustration, and loss of motivation which can cause students to procrastinate and quite a few also lead to despair or hopelessness in facing obstacles and trials as final year students (Pozas et al., 2023; Stallman & Hurst, 2016).

There is data in the field regarding this hopelessness phenomenon at Sunan Gunung Djati University, Bandung, it was found that several final year students had difficulty facing the obstacles that needed to be faced. The emergence of feelings of wanting to give up, loss of motivation, feelings of uselessness which are convinced by the thought that they cannot face these difficulties. According to Ministry of Health Republic Indonesia (*Kementrian Kesehatan RI*) (2018), more than 19 million people aged over 15 years suffer from mental and emotional disorders, and more than 12 million people aged over 15 years suffer from depression. Apart from that, from data from the sample registration system carried out by the Research and Development Agency in 2016, it was obtained that 1,800 suicide cases per year or five suicide cases per day and 47.7% of suicide victims were aged between 10-39 years. Base on Lima et al. (2021) showed that in Brazil's federal higher education institutions, 79.8% of students said they had experienced some emotional difficulties in the twelve months prior to the survey, of whom 32.5% reported hopelessness or hopelessness.

Previous studies have identified many hopelessness variables, especially those associated with suicidal ideation and depression. As in Ribeiro et al. (2018) which shows that hopelessness is one of the strongest factors predicting death. There are several factors related to hopelessness, namely: socio-demographics (age, gender, level of education and employment), activity ability, cognitive function, emotional, social, cultural and spiritual support. In line with the research conducted by Florez et al. (2018) which states that spiritual beliefs can function as protection against emotional distress and someone who has good social support will carry out positive healthy behavior. Meanwhile, the lack of social support results in an increase in negative emotions (Pauw et al., 2018).

Beck et al. (1974) defines hopelessness as a general term for negative expectations about the future with the belief that the future is scary and the problems being faced will not be resolved.

Hopelessness is a situation where an individual feels pessimistic about his future and consists of a grouping of cognitive schemes where he has negative expectations about his future, feelings of distrust, hopelessness and loss of hope in the individual (Kocalevent et al., 2017). People who have no hope for the future believe success will not happen, they will never be successful in anything they do, they will not be able to achieve their goals, and problems will never be solved (Lima et al., 2021).

Shek and Li (2016) in several studies have found that students who feel they have little control over their exam performance are prone to high levels of hopelessness and unhappiness. It can be said that when students feel incompetent at school, they can easily lose self-confidence and feel hopeless about moving forward into the future. As in Sarfika (2019), it was found that all diabetes mellitus patients experienced hopelessness, with various complaints such as having no hope, wanting to give up, thinking negatively about their health in the future, feeling they had no bright future or a dark future, feeling like they were always failing, sad and not enthusiastic about improving health.

To strengthen the assumptions made by researchers in the previous presentation, an initial study was conducted on 40 final year students at one of the Islamic campuses in the city of Bandung. The initial study showed that 88% of subjects as final year students had experienced hopelessness, with 75% of subjects from the class of 2018 and 13% being subjects from the class of 2017. From the subjects' answers, it was found that the hopelessness they experienced was caused by the increasing workload, confused about the future, decreased motivation, lack of knowledge to support final assignment work, several family problems that come along with studying, declining grades, feeling useless, lack of support from family and friends, feeling like you have no purpose and are in under stress and so on. Then, the results of the initial study also show that surrendering to Allah about the problems they face, praying and support from the surrounding environment, remembering the subject's initial goal of college and trying to manage emotions can be the reasons for the subject's awakening from a state of hopelessness. Also, various forms of support, such as advice, words of encouragement, chatting, which are obtained from those closest to you such as family, friends, friends and lovers. Based on the results of the initial study, it was found that 33% of subjects tried to try and

surrender the results to Allah and 52% of subjects received support from friends and 15% in other ways such as remembering their initial goals and refreshing themselves so they could rise from conditions of hopelessness, so from this initial study can strengthen the exposure described by the researcher.

As a student on an Islamic campus, the implementation of Muslim behavior should be inherent in students, namely when facing difficulties and problems they must try to be as optimal as possible in solving them and put their trust in getting the best results in accordance with the will of the Almighty (Mulyana, 2016). Islam uses *tawakkul* to illustrate that humans can return and rely on Allah SWT when they realize they are helpless. Ibnu Qayyim states that *tawakkal* is a practice and dedication by relying on everything only on Allah, taking refuge and being pleased with something that falls on him with the belief that Allah will always provide everything sufficient for him, while still trying hard to get it (Habibah et al., 2018; Saputra et al., 2022). Trusting in Allah is considered to reduce hopelessness in individuals, where each individual must have experienced difficulties and problems in every phase of their life with different problem solutions for each individual (Habibah et al., 2018; Saputra et al., 2022). *Tawakal* is a combination of efforts which are the cause of success and surrender to Allah (Husnar et al., 2017).

Apart from that, final year students who cannot meet academic demands have a very large chance of experiencing hopelessness. Support from friends plays an important role for final students in reducing the possibility of feelings of hopelessness occurring. According to the attachment theory of Bucci et al. (2015), individuals who experience secure attachment are more likely to have a goal orientation, and are motivated to use effective coping mechanisms to solve challenges. In contrast, individuals who do not have a sufficiently secure base in friendships are more likely to perceive challenging situations as stressful and use ineffective methods, such as procrastination (Bucci et al., 2015). Individuals who are attached to their peers are able to be open about the negative emotions they feel (Pascuzzo et al., 2013). Individuals who can express their emotions openly to others can reduce the level of stress they are experiencing. Likewise with students, students cannot be separated from activities related to their peers, which are considered a source of affection, sympathy, understanding, moral guidance, a place to conduct

experiments and a means to achieve autonomy and independence from parents (Pascuzzo et al., 2013) which is a condition of peer attachment.

Peer attachment is a person's bond with their peers which is assessed by the extent to which communication and mutual trust are well established in the relationship, giving rise to a sense of mutual dependence, a sense of security and comfort. Individuals who are attached to their peers are considered to be more likely to be open in expressing their feelings and thoughts (Graham, 2022). Dykas et al. (2008) states that individuals who do not have attachments to their peers, such as being ignored or rejected, can give rise to negative feelings that can trigger suicide. In contrast to students who can share what they feel with other people and receive support, they will be better able to relieve the pressure they feel. As research by Yuksek and Solakoglu (2016) shows, the higher an individual's self-disclosure, the lower the student's stress.

It was viewed from the results of previous research, in Indonesia there is still little research that discusses hopelessness and it is more associated with several diseases such as cancer which can cause problems of anxiety and hopelessness, then it is also associated with stroke which explains that sufferers Stroke is a physical incapacity or disability that gives rise to feelings of uselessness, lack of passion and hopelessness (Wijayanti & Irman, 2021). Apart from that, in Sarfika's (2019) research, diabetes mellitus was associated with hopelessness, which showed that diabetes mellitus patients who experienced hopelessness were 7.03 times more likely to experience depression. And in Indonesia there has been no research on hopelessness that is specifically related to final year students as the subjects that will be involved.

Tawakal and peer attachment are considered to be predictors of hopelessness in final students, with the presence of *tawakal* in final year students who have a lot of burdens, no matter how big the difficulties, if they put their trust in Allah SWT then they will still feel calm, happy and will not let it slip in his heart despair or loss of hope. Meanwhile, peer attachment helps individuals accept their situation, because individuals can share the positive and negative emotions they feel and their sense of understanding each other. This attachment is considered capable of helping students solve problems well when they feel confused and frustrated. In the problem solving process. So, judging from the explanation above, this research aims to find out the role of trust and

peer attachment as predictors of hopelessness in final year students.

Method

This study uses quantitative causality research which wants to see how one variable influences other variables. This study is expected to be able to get an idea of whether or not there is an influence of a variable and how much influence a variable has on other variables in a cause and effect relationship. In this case, researchers want to see the influence of trust and peer attachment on students' hopelessness.

The population in this study were final students at the psychology faculty at one of the Islamic campuses in Bandung. The population is around 230 students who are in their final year and are currently writing proposals and theses. To obtain samples, researchers used purposive sampling techniques. Purposive sampling is a technique for determining samples with previous considerations in which the researcher creates characteristics or boundaries based on the characteristics of the subjects who will be sampled in the research (Campbell et al., 2020). In this research there are several characteristics, namely; active student at UIN Sunan Gunung Djati Bandung and currently taking and working on a thesis course.

This research uses 3 research instruments, namely: the tawakal measuring instrument used is a scale compiled by Saputra et al. (2022) which has a Cronbach Alpha value of .944. The aspects in the scale of tawakkul are knowing the power of Allah, determining cause and effect, setting one's heart on the footing of monotheism, relying one's heart only on Allah, being kind to Allah, submitting to Allah and surrendering. This scale consists of 28 items of favorable statements, which means the statements support the research variables.

The second scale is the Inventory of Parent and Peer Attachment (IPPA) developed by Armsden et al. (1990) and Armsden and Greenberg (1987) with a Cronbach Alpha value of 0.844. This scale has three aspects, namely: trust, communication and alignment. The peer attachment questionnaire used in this research uses a Likert scale with a range of answer choices from 1 to 4. With option 1 = strongly disagree, option 2 = disagree, option 3 = agree and option 4 = strongly agree. score 4, "suitable" with a score of 3, "not suitable" with a score of 2" and "very inappropriate" with a score of 1.

The hopelessness instrument in this research uses a scale developed by Beck et al. (1974) which refers to aspects of Feelings about the Future, Loss of Motivation and Future Expectations. By providing 4 answer choices consisting of, very suitable" with a score of 4, "suitable" with a score of 3, "Not suitable" with a score of 2" and "very inappropriate" with a score of 1. This scale has reliability with a Cronbach Alpha value of 0.944.

Questionnaires that met good psychometric properties were distributed to respondents online. The data analysis technique used is multiple regression. The multiple regression test is a regression model that involves more than one independent variable which aims to determine the direction and magnitude of the influence of each independent variable on the dependent variable (Rogers & Swaminathan, 1990). Researchers used SPSS version 23 as a tool for analyzing research data.

Results

It was obtained through a description of the subject's demographic data based on gender as presented in table 1. that the majority of respondents in this study were female students as much as 55% and followed by male students as much as 45%. It was obtained through a description of the subject's demographic data that the majority of respondents in this study were male students. female as much as 55% and followed by male students as much as 45%. It was also obtained that the majority of students involved were 22 years old at 37%, then 23 year old students at 25%, 21 year old students at 19%, 24 year old students at 11%, and students aged 20 and 25 years respectively at 4%.

Beside it was obtained from the description of demographic data, an inferential analysis was carried out to determine the influence of the tawakal and peer attachment variables on hopelessness in final year students. The statistical requirements that must be carried out before carrying out multiple linear regression analysis are:

Multicollinearity test

This test aims was to find out whether in the regression model there is a correlation between the independent variables or not (Azwar, 2015). Each variable was obtained with a tolerance value of .832 and a VIF value of 1.202. In accordance with the basic decision of tolerance $> .01$ and VIF value < 10 , it can be concluded that in this study there

were no symptoms of multicollinearity in the regression model.

Heteroscedasticity test

Regression model testing tool was to determine the inequality of variance from the residuals of one observation to another (Azwar, 2015). A good regression model is that there are no symptoms of heteroscedasticity (Azwar, 2015).

Tabel 1
Subject Description Based on Gender and Age

Category	Frequency	Percentage
Gender		
Men	168	45%
Women	207	55%
Age		
20	15	4%
21	72	19%
22	140	37%
23	92	25%
24	40	11%
25	16	4%

Table 2
The result of Partial Regression Coefficient

Variable	Sig	Information
H ₁ (Tawakal → Hopelessness)	.005	Accepted
H ₂ (Peer Attachment → Hopelessness)	.000	Accepted

Table 3
The result of Simultaneous Regression Coefficient

Variable	Sig	Information
(TW and PA -> HP)	.000	accepted

Table 4
Partial Effect of Variable

Model	B	Sig value
Constant	26.624	.000
Tawakal	-.253	.005
Peer Attachment	1.071	.000

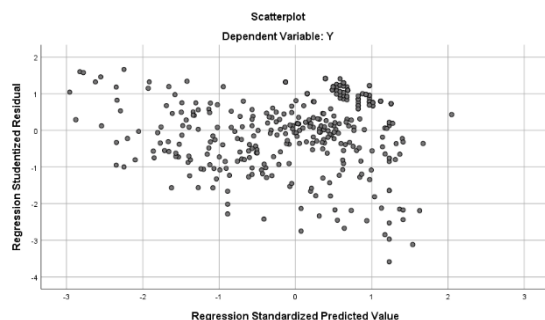


Figure 1. Heteroscedasticity Test Results Using Scatterplot

Partial regression coefficient test (t-test)

This was done in order to determine the influence of each independent variable on the dependent variable (Azwar, 2015). This research wants to know whether there is any influence of the tawakal variable on hopelessness and the influence of peer attachment on hopelessness. This test refers to decision making by looking at the significance value of the variable. If the sig value. < .05 it can be concluded that the independent variable has an effect on the dependent variable, conversely if the sig. > .05.

It was obtained that tawakal as the first independent variable had a significance value of .005 (p<.05). So, it can be concluded that the tawakal variable has an effect on hopelessness (H1 Accepted). Then for the peer attachment variable, a significance value of .000 was obtained (p<.05), it can be concluded that the peer attachment variable also has an influence on the hopelessness variable.

Simultaneous significance test (f test)

It was done in order to determine the influence of the independent variables simultaneously on the dependent variable (Azwar, 2015). This research wants to find out whether there is any influence of the tawakal variables and peer attachment simultaneously on hopelessness. This test refers to decision making by looking at the significance value through Anova test analysis, if the sig. < .05 it can be concluded that the independent variable has an effect on the dependent variable.

It was obtained that a significance value of .000 (p<.05). So, it can be concluded that the variables of trust and peer attachment simultaneously have an influence on hopelessness in final year students.

Coefficient of determination test (R2)

This coefficient of determination test was carried out in order to find out to what extent the independent variable influences the dependent variable in this research.

The constant value obtained was 26.624, tawakal was -.253 with a sig value of .005 and peer attachment was 1.071 with a sig value of .000. Then, it was found that the tawakal variable had an influence of .3% on hopelessness in final year students. Then, peer attachment has a 17.7% influence on hopelessness in final year students, and tawakal and peer attachment together have a 18% influence on hopelessness in final year students.

Discussions

From the results of this study, it was showed that there was a significant influence on trust on hopelessness. In Gardner et al. (2014) stated that one form of coping used by students when facing various academic demands is religious coping. Religious coping originates from an individual's religious beliefs, experiences, emotions or relationship with God. Tawakal is a form of religious coping that comes from religion, in facing a threat or stressful condition (Mulyana, 2016; Saputra et al., 2022). Because in essence humans will return to religion and God as a place to depend when they realize their own helplessness, in Islam this condition is described through tawakkul.

Hikmawati et al. (2023) and Ramdani et al. (2018) said that final year students face many challenges and demands to achieve optimality in solving problems, both academic and non-academic. As a result, these difficulties develop into negative feelings within students. So when individuals who put their trust in themselves will achieve peace of mind and happiness of heart. So he will understand that the disaster or incident that befell him was a destiny from Allah and he will know that the disaster would not have befallen him if Allah had not destined the disaster to happen to him. Even if a student is having a lot of problems, by putting their trust in them they will try to solve these problems and will feel calm and have positive hopes of being able to carry out their daily activities as usual, even though they are having problems.

Husnar et al. (2017) shows that when students have tried and surrendered to Allah for the results of their efforts in working on their thesis, it can help reduce the risk of experiencing stress in the process of working on it. Then they will not easily feel stressed, let alone feel hopeless when working on their final assignment, because they will always be confident that the difficulties in the process of completing their final assignment can be overcome with patience and calm. Trust and hope can be used as religious coping to face stressors (Husnar et al., 2017).

Likewise, the results show that there is a significant influence of peer attachment on hopelessness in final year students. So, the second hypothesis is accepted and the problem formulation is answered, namely peer attachment has an influence on hopelessness in final year students. Delgado et al. (2022) stated that the existence of good peer attachment can help

individuals to communicate openly about the negative emotions they feel, so that they will not get stressed easily. In line with research conducted (Zhang, 2017), high self-disclosure can reduce stress in students to low levels. This is because individuals who can express their feelings when facing problems and get support from their peers will be better able to reduce or even eliminate the pressure they are feeling. This is also supported by research by Dutton and Sotardi (2023) that individuals who have good relationships with their friends are able to work together to solve problems when they feel confused and frustrated when completing the task. High trust in peers can change emotions in such a way that they can become motivation when they are in a state of despair, anger and anxiety. Thus, helping individuals be able to survive to face all the problems they are experiencing. However, in this study it was found that peer attachment had a positive influence on hopelessness. Likewise, Zou et al. (2020) research shows that peer attachment has a positive effect, due to social learning. Based on the theory of social learning, the urge to imitate friends' behavior will be greater when individuals have more positive relationships with their peers. Individuals who are attached to their peers will actually be much more involved in negative behavior and emotions towards their friends because they imitate their peers.

The results of this research also show that trust and peer attachment simultaneously have an influence on hopelessness in final year students, with a large influence of 19.4%. Lima et al. (2021) explains that spiritual and social support is one of the factors related to hopelessness. Tawakal is also an individual's religious coping when faced with a situation that is considered stressful or threatening, so that the individual is required to cope. Islamic teachings also play an important role in providing healing power for mental disorders, one of which is the tawakal method to reduce levels of depression. Person who trusts himself will feel calm, at ease and will feel confident and optimistic in worship, he will also gain spiritual strength.

This role of tawakal should be a fortress for individuals so that they can submit all world affairs to Allah without giving up. Apart from that, support is a factor related to hopelessness, the lack of several areas of support in life can have the impact of fatigue and giving up in facing a problem. The presence of something undesirable that develops into tension can cause resentment and despair from within. As in Kustanto and

Khoirunnisa (2022) in the process of interviews with several final year students found that the presence of peers helped the students express and share the thoughts and feelings they were experiencing. Because, they don't need to worry about the responses of their peers who are considered to always understand the situation and conditions that occur, so that the negative emotions they feel can turn into positive ones.

This research certainly has limitations, including: research reveals the influence of tawakal and peer attachment on hopelessness, where research related to the three variables in this research is still very rare, then the results of r square tawakal on hopelessness only get .3% which shows that the effect of tawakal towards hopelessness it's just a little bit. Furthermore, collecting data for this research also took quite a long time, namely more than one month.

Conclusion

This research concludes that students' tendency to feel helpless can be predicted by their attitude of trust and attachment to their peers. These two factors have a very strong influence on whether or not students persist in completing their final assignment. The results of this research certainly contribute to increasing academic knowledge about the importance of getting closer spiritually and collaborating with peers productively.

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