I**ntroduction**

The Role of Tawakal and Peer Attachment as Predictors of Hopelessness in Final Year Muslim Students

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| ***Abstract* / Abstrak** |  | *Keywords* / Kata kunci |
| *The aim of this study is to see the role of tawakal and peer attachment as predictors of hopelessness in graduate students at one of the state Islamic campuses in the city of Bandung. Quantitative research designs are used involving 375 Muslim students who are at the final level of their studies. The analysis of double regression data was tested on the hypothesis put forward with a significance of less than 5%. This means there is an influence of tawakal and peer attachment on hopelessness in final-level Muslim students. This study implies strengthening the affinity of Alloh and strengthening positive relationships with peers as one of the best ways to avoid loneliness in the final task degree.* |  | *Tawakal;**Peer attachment;**Hopelessness;**Final year student* |
| Tujuan dalam penelitian ini untuk melihat peran tawakal dan *peer attachment* sebagai prediktor *hopelessness* pada mahasiswa tingkat akhir di salah satu kampus Islam negeri yang ada di kota Bandung. 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 Alloh dan mempererat hubungan positif denga teman sebaya sebagai salah satu cara terbaik menghindari situasi kesepian saat mengerjakan tugas akhir.  |  | Tawakal;Kelekatan pertemanan;Keputusasaan;Mahasiswa tingkat akhir |

Humans experience have complex stages of development and each have their own characteristics, starting from the childhood stage to the elderly stage. One of them is in the early adulthood stage (Early Adulthood), this early adulthood has an age range starting from the 20-30s. At this time, individuals have a very crucial role, because in early adulthood, individuals enter a period where they must be ready to play a role and be responsible and accept their position in society, choose a career, establish relationships with the opposite sex and build a family (Putri, 2018). Individuals are required to be able to decide on choices that suit their needs to ensure life in the future. Various kinds of problems arise in early adulthood, starting from having to make decisions regarding career, marriage, educational stress, work and family (Ambarwati et al., 2017).

A stressor is a stimulus originating from internal or external, which may be the cause of stress. In the student environment, there are several stressors, namely: interpersonal, intrapersonal, academic and environmental (Musabiq & Karimah, 2018). These academic stressors are directly related to lecture activities, such as lecture assignments, course load, lecture competence and the increasing complexity of lecture material which is increasingly difficult as time goes on and other demands during the lecture period (Sutjiato & Tucunan, 2015).

Even for final year students, stress levels are higher because they are not only have course assignments but also have to complete final assignments (Ambarwati et al., 2017). 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 (Indarwati, 2018) 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 (Made, 2017). 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. 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).

Ibnu Qayyim (2013) states that tawakkal is a practice and dedication by relying on everything only on Allah, taking refuge and being pleased with something that befalls him with the belief that Allah will always provide everything sufficient for him, while still trying hard to get it. Trusting in Allah is considered to reduce hopelessness in individuals, where every individual must have experienced difficulties and problems in every phase of their life with different problem solutions for each individual. Tawakal makes individuals have positive actions and thoughts, because trusting or handing over all existing affairs to the Almighty will give birth to peace of mind for individuals (Utama, 2019). Apart from that, according to Abdullah bin Baz, tawakal is a combination of efforts which are the cause of success and surrender to Allah Rusdi, 2016).

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. (2014), 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 (Krause and Freund, 2014; Yildiz and Iskender, 2019).

Individuals who are attached to their peers are able to be open about the negative emotions they feel (Rasyid, 2012). Individuals who can express their emotions openly to others can reduce the level of stress they are experiencing (Purwati & Rahmandani, 2018). 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 (Rasyid, 2012) which is a condition of peer attachment.

Arsmsden and Greenberg (1987) 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. Wardhani (2017) 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 Pinakesti (2016) shows, the higher an individual's self-disclosure, the lower the student's stress, one study shows that There is a significant negative relationship between attachment to peers and academic stress in students (Purnamawati & Rahmandani, 2020)

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 (Andini et al., 2019), 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 (Ningsih, 2019). 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 at UIN Sunan Gunung Djati Bandung.

**Method**

This research uses a quantitative research design with a non-probability sampling technique, namely purposive sampling in which the researcher creates characteristics or boundaries based on the characteristics of the subjects who will be sampled in the research. In this research there are several characteristics, namely:

1. Active student at UIN Sunan Gunung Djati Bandung

2. Currently taking and working on a thesis course

Referring to the sample calculation according to Isaq and Michael (1999) in (Sugiyono, 2013), the minimum sample for this research was 373 final year students. In collecting data, the research used internet media based on Google Forms, as many as 387 respondents were involved.

This research uses 3 research instruments, namely: the tawakal measuring instrument used is a scale compiled by Ridho Habibah (2019) which refers to the theory and aspects of Ibnu Qayyim AL-Jauziyah (2013) which has a Cronbach Alpha value of 0.944, a peer measuring instrument attachment Inverntory of Parent and Peer Attachment (IPPA) developed by Armsden and Greenberg (2009) which is an update of IPPA Armsden and Greenberg (1987) which has been adapted by Fachriza Mahdiyatul Husna (2020) with a Cronbach Alpha value of 0.844 and a hopelessness measuring tool made by researchers using a scale developed by Beck et al. (1974) with a Cronbach Alpha value of 0.944.

The data analysis technique used is multiple linear regression. The multiple linear 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 (Ghozali, 2018).

**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 55%. 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%.

Tabel 1.

*Subject Description Based on Gender*

|  |  |  |
| --- | --- | --- |
| Gender | Frequency | Percentage |
| Men  | 168 | 45% |
| Women | 207 | 55% |

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%.

Tabel 2

*Subject Description Based on Age*

|  |  |  |
| --- | --- | --- |
| Demographic | Frequency | Percentage |
| Age | 20 | 15 | 4% |
|  | 21 | 72 | 19% |
|  | 22 | 140 | 37% |
|  | 23 | 92 | 25% |
|  | 24 | 40 | 11% |
|   | 25 | 16 | 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:

**Normality test**

The normality test aim was to test whether in the regression model, the residual variables have a normal distribution (Ghozali, 2018). In this study, normality testing was carried out using SPSS for windows, the results were obtained from the skewness and kurtosis ratio. In this research, a skewness value of -0.812 was obtained, which is in the range -2 to +2, so the skewness value for this research is normally distributed. Then, we obtained a kurtosis value of 0.397 which is in the range -2 to +2, so it has a normal distribution.

**Multicollinearity test**

This test aims was to find out whether in the regression model there is a correlation between the independent variables or not (Ghozali, 2011). Each variable was obtained with a tolerance value of 0.832 and a VIF value of 1.202. In accordance with the basic decision of tolerance > 0.01 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 (Ghozali, 2016). A good regression model is that there are no symptoms of heteroscedasticity (Ghozali, 2018).



Figure 1. Heteroscedasticity Test Results Using Scatterplot

In this research, to determine the presence of symptoms of heteroscedasticity by looking at the scatterplot graph. Ghozali (2018) based his decision as follows:

1. If the dots have a certain pattern, such as forming a regular pattern with waves then widening and then wavy again, then this pattern can indicate the presence of symptoms of heteroscedasticity

2. If the points do not have a particular pattern and the points spread up and down the zeros on the Y axis, then there are no heteroscedasticity symptoms.

 It was viewed from Figure 1 of the scatterplot graph, the dots spread up and down the zero point on the Y axis, so it can be concluded that this research does not have symptoms of heteroscedasticity.

**Partial regression coefficient test (t-test)**

This was done in order to determine the influence of each independent variable on the dependent variable (Ghozali, 2018). This research wants to know whether is there any an 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. < 0.05 it can be concluded that the independent variable has an effect on the dependent variable, conversely if the sig. > 0.05.

*Table 3*

*The result of Partial Regression Coefficient*

|  |  |  |
| --- | --- | --- |
| Variable | Sig | Information |
| $H\_{1}$ (Tawakal -> *Hopelessness)* | .005 | Accepted |
| $H\_{2}$ (*Peer Attachment -> Hopelessness)* | .000 | Accepted |

It was obtained that tawakal as the first independent variable had a significance value of 0.005 (p<0.05). 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 0.000 was obtained (p<0.05), it can be concluded that the peer attachment variable also has an influence on the hopelessness variable (H2 Accepted).

**Simultaneous significance test (f test)**

It was done in order to determine the influence of the independent variables simultaneously on the dependent variable (Ghozali, 2018). This research wants to find out whether is there 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. < 0.05 it can be concluded that the independent variable has an effect on the dependent variable.

*Table 4*

*The result of Simultaneous Regression Coefficient*

|  |  |  |
| --- | --- | --- |
| Variable | Sig | information |
| $H\_{3}$(TW and PA -> HP) | .000 | accepted |

It was obtained that a significance value of 0.000 (p<0.05). So, it can be concluded that the variables of trust and peer attachment simultaneously have an influence on hopelessness in final year students (H3 Accepted).

**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.

|  |  |  |
| --- | --- | --- |
| Model | B | Sig value |
| Constant | 26.624 | 0.000 |
| Tawakal | -0,253 | 0.005 |
| Peer Attachment | 1.071 | 0.000 |

The constant value obtained was 26.624, tawakal was -0.253 with a sig value of 0.005 and peer attachment was 1.071 with a sig value of 0.000. Then, it was found that the tawakal variable had an influence of 0.3% 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 19.4% influence on hopelessness in final year students.

**Discussion**

From the results of this study, it was showed that there was a significant influence on trust on hopelessness. In Al-Dubai et al. (2011) 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 (Pargament et al., 1998). Tawakal is a form of religious coping that comes from religion, in facing a threat or stressful condition (Husnar et al., 2017). 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. Tawakal is a condition where humans return to religion and God as the place they depend on when they know they are helpless (Ruzandi & Liza, 2017).

Yesamine (2000) 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.

Nurhakim (2018) 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. Similar to Husnar et al., (2017), trust and hope can be used as religious coping to face stressors.

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. Rasyid (2012) 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 by Pinakesti (2016), 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 Zimmerman et al., (2001) 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.

Niasfanoor & Kartika (2014), 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. Apart from that, Cobb in Maslihah (2011) states that individuals who bond with their peers will feel support in facing difficult events or difficult tasks. Febriyanto (2015) said that final year students who are unable to regulate their emotions well are vulnerable to feeling depressed when faced with obstacles, and this can result in negative decisions, namely: not wanting to finish what they are working on, procrastinating, losing motivation, feeling low self-esteem, stress and frustration.

However, in this study it was found that peer attachment had a positive influence on hopelessness. Likewise, Fitriani and Hastuti's (2017) 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. Reekum et al. (in Kusumawardhani, 2018) states that the existence of spiritual beliefs and beliefs can influence a person so that strength and coping will arise in the individual. 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. As in Adawiyah (2019), 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. Muhammad (2002) also explains that a 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 (Riyanty & Nurendra, 2021). 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 Febriyanto (2015), students who have many demands make students feel troubled when they cannot adapt to all difficult things, which can make their emotions unstable. Febriyanto (2015) also said that there needs to be the ability to regulate students' emotions well while working on their thesis. Kustanto and Khoirunnisa (2014) 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.

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