

## Spiritual Well-being, Self-efficacy, and Student Engagement of Muslim Juveniles during an Educational Program in Prison

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### Abstract

The juvenile prison system in Indonesia has an educational program that aims to give the inmates rights as human beings. The juveniles are registered as students and follow various school levels such as junior high school, senior high school, and *Pendidikan Kesetaraan* (Paket A, Paket B, Paket C). During the educational program, they face some problematic issues and challenges. Therefore, the students need other aspects to strengthen their engagement during learning. Spiritual well-being and self-efficacy are assumed to affect and enhance engagement. Therefore, this study focuses on examining these variables. The data collection occurred on 6 January 2022. The sampling method used was a total sampling of Muslim juveniles in the Central Lombok Juvenile Prison. Respondents in this study amounted to 37 juveniles. The inclusion criteria include adolescents aged 12–18 years old who have committed various crimes, are serving time in juvenile prison, are Muslim, and follow the educational program in prison. Results are divided into two main objectives. First, students' engagement level in attending education in prisons is high. Second, spiritual well-being and self-efficacy affect the level of student engagement. Those who have high spiritual well-being and self-efficacy scores have flourishing engagement. The findings of this study will impact various elements, such as the Directorate General of Corrections in the regulation of juvenile education, as well as teachers and educational staff in organizing schools for adolescents within the criminal justice system.

**Keywords:** *spiritual well-being, self-efficacy, student engagement, Muslim student, juvenile prison*

## Introduction

In Indonesia, adolescents who break the rules undergo rehabilitation in juvenile prison (Mahfud et al., 2019; JJS Act, 2012). A juvenile is an individual who has not attained his eighteenth birthday. In the United States, juvenile delinquency is the violation of a regulation by a person before his eighteenth birthday, which would have been considered a crime if committed by an adult (Department of Justice, 2021). In addition, the Juvenile Justice System Act states that a juvenile is a child who is 12 years old but not yet 18 years old and suspected of committing a crime (Republic of Indonesia, 2012).

Meanwhile, a juvenile prison is an institution or place where juveniles serve their penalty sentence (Saefudin, 2020). In the juvenile prison, juveniles undergo a rehabilitation program including *Kesetaraan* and public education to repair their social roles, accomplish their obligations, complete their functions as citizens well and evolve into recognized human beings (Adipradipto et al., 2019; Putro Ferdiawan et al., 2020). Currently, Indonesia has 33 juvenile prisons across every region except North Kalimantan (Ditjenpas, 2022).

The Directorate General of Corrections stated that children's education in juvenile prisons is included in priority programs between 2020 and 2024 (Directorate General of Corrections, 2021). Education aims for juveniles to gain religious and spiritual strength, self-control, personality, intelligence, a noble character, and the skills needed by themselves to participate in the society, nation and state. Even though they are human beings whose freedom is restricted, juveniles can receive education through formal, non-formal or informal means (Standards for the Implementation of *Kesetaraan* Education Program, 2016).

Unfortunately, their position as offenders has resulted in their physical restriction (Borah, 2020). Therefore, the juveniles face challenging internal and external factors. Internal factors include fear when entering a correctional facility, sadness, anxiety, physical symptoms, and feeling uncomfortable (Desai, 2020; Khoiriyah, 2019). External challenges include a lack of teaching staff, incomplete textbooks, lack of facilities, a curriculum that does not operate effectively, and the quality of teaching staff (Ardinda & Valiant, 2019). In conclusion, children's challenges in prison include stigma, low enthusiasm, low hopes of improving themselves, and the lack of supporting facilities in pursuing education.

In short, problems arise from the challenging situation in prison, especially when juveniles must follow an educational program. Juveniles have a double burden; namely, responsibility for both adaptive and academic success. Therefore, juveniles need to overcome the unfortunate conditions they face during the education process. To meet those challenges, the juvenile who follows an educational program needs a positive attitude to improve learning outcomes and

experiences in attending school. In this case, engagement is an appropriate variable for success during study in prison. Bempechat and Shernoff (2012) found that engagement is the basis of school reform and school-based interventions, particularly in programs designed to enhance student academic, social, behavioral and emotional domains. In a corroborating study through a meta-analysis of 69 research subjects, Lei et al. (2018) conclude that student engagement correlates with academic achievement in every domain, including behavioral, emotional and cognitive engagement. Moreover, students also need agentic engagement shown through proactive, constructive and reciprocal action to catalyze their academic progress and create more supportive learning (Reeve et al., 2020).

Another study by Skinner and Pitzer (2012) states that high-quality engagement, resultant learning, and academic success make students feel more academically competent. This feeling makes the student feel more connected and promotes more positive interactions with teachers. Moreover, engaged students are allowed admission into friendships and peer groups with their more engaged classmates. Reversely, disengaged students tend to perform defectively in school and feel marginalized, dissatisfied and academically incompetent.

Student engagement theory has been used to solve many problematic issues during education because it encompasses children's initiation of action, energy and persistence in schoolwork and their ambient, emotional situations during learning activities (Skinner et al., 1990). Moreover, Kuh (2001) describes engagement as a form of participation in educationally effective methods, both inside and outside the classroom, which points to measurable development. Finally, student engagement is the generally positive relationship between students and educational matters (Fredricks et al., 2004, 2005).

In recent literature, Reschly et al. (2020) synthesized student engagement as a multidimensional construct relevant to all youth, classified into four forms: academic, behavioral, cognitive and affective engagement. Elaborating on this, Fredricks et al. (2004) divided engagement into three dimensions. First, behavioral engagement displays the idea of students' participation. Second, emotional engagement delivers positive and negative reactions to various school elements. Third, cognitive engagement draws on the topic of investment in education.

Regarding these dimensions, engagement is a dynamic process that is key to academic and social success and, consequently, remaining in school (Christenson et al., 1999). Furthermore, Krause and Coates (2008) confirm that engagement is how students engage in activities linked with high-quality learning outcomes. Thus, it can be concluded that student involvement in schools has various functions, especially in improving learning outcomes and effective learning experiences.

According to the function of engagement during education, it is important to elaborate on factors that may influence engagement. Spiritual well-being is one of the variables that may correlate in this case. Many studies have found that spiritual aspects affected positive elements in educational processes, such as by becoming a coping strategy for a student experiencing anxiety in school; students primarily depend on prayer as a spiritual coping strategy instead of accessing medical services to support their emotional, psychological and mental well-being. (Walker, 2020). Spiritual well-being also affects academic results in various ways (Saefudin et al., 2021). Furthermore, it decreases burnout during difficult times, particularly in completing challenging tasks (Laili & Ni'mah Suseno, 2016).

Spiritual well-being was firstly mentioned in 1975 by the National Interfaith Coalition on Aging (NICA), which described spiritual well-being as a relationship with oneself, community, environment, and the transcendental or God, with thankfulness and gratitude (Ellison, 1983; Fisher, 2009; Moberg, 2010). Fisher also defines spiritual well-being based on NICA's description (Pong, 2017). Spiritual well-being is indicated in the quality of relationships that each person has in four different domains: self, others, environment, and God (Fisher, 2007; Gomez & Fisher, 2003). Meanwhile, Ellison explains spiritual well-being differently from Fisher and the NICA as having stability in life, inner peace, harmony, solidarity, and a close relationship with oneself, the Creator, the society and the environment (Ellison, 1983). This theory allows spiritual well-being to be a variable that can affect positive aspects of human life. In this study, it is assumed that it can affect student engagement.

Self-efficacy is another variable that affects students' behavior, mentality and emotions in the learning process. Self-efficacy is an individual's belief in recreating an essential role in thinking and behaving. It also determines what goals the individual wants to pursue and achieve (Bandura, 1977). Therefore, self-efficacy is a strong predictor of student engagement (Sriwiyanti et al., 2021a). In addition, self-efficacy has a significant relationship with behavioral and emotional engagement (Sayad et al., 2021).

Self-efficacy theory is firstly rooted in Bandura's social cognitive theory (Richards, 2018). Self-efficacy is the belief in one's capability to perform movements at designated levels. It is hypothesized to influence the choice of activities, energy, and persistence (Schunk & Swartz, 1993). Bandura stated self-efficacy is a person's judgment of their ability to plan and carry out actions that lead to achieving specific goals (Bandura, 1977, 1997). People who believe in their efficacy can produce desired effects by their performances. Thus, efficacy belief is a primary reason for action. People control their lives by their belief in personal

efficacy. Therefore, it can be assumed that self-efficacy is one of the variables that can affect student engagement levels.

Finally, the objectives of this study are divided into two main points: discover and describe the student engagement level of Muslim juveniles in prison; and examine the effects of spiritual well-being and self-efficacy on student engagement. Moreover, this study has two hypotheses. First, an alternative hypotheses: there is a significant effect of spiritual well-being and self-efficacy on the level of engagement of Muslim juvenile students in prison. Second, a null hypotheses: there is no significant effect of spiritual well-being and self-efficacy on the level of engagement of Muslim juvenile students in prison. Based on these objectives and hypotheses, this research was conducted to answer the questions and prove the hypotheses built.

Many studies related to student engagement have been done in various settings, such as student engagement in online learning during pandemics (Khlaif et al., 2021); student engagement in Islamic boarding schools (Hilmi et al., 2020); and student engagement in public school settings (Est et al., 2021; Xerri et al., 2018). Studies about spiritual well-being are also widely covered and associated with positive aspects in education, such as the prevention of burnout tendency (Laili & Ni'mah Suseno, 2016); the role of spiritual well-being to attain persistence in learning and mental health (Jafari et al., 2010), and others corroborating research in the educational context (Saefudin et al., 2021; Smith et al., 2013). Considerable studies have linked self-efficacy with student engagement in schools (Sriwiyanti et al., 2021b). However, there is a lack of research on the effect of self-efficacy on student engagement in the specific situation of educational programs in juvenile prisons.

Therefore, the findings of this study will have a considerable impact on various elements, such as the Directorate General of Corrections, in creating guidelines for juvenile education in prisons. Education is a conscious and planned effort to actively produce a learning atmosphere and learning process to develop students' potential. Therefore, in the 2020–2024 Correctional Strategic Plan, juvenile education is a priority (Directorate General of Corrections, 2021). The findings of this study can be used as a reference for devising appropriate policies to increase student engagement for a better educational experience. Moreover, teachers and academic staff can use this study to organize adolescent schools within the criminal justice system.

## Method

This study is correlational research between three variables: engagement of juveniles who follow educational programs in prison, spiritual well-being, and self-efficacy. This correlational research looks for the relationship between the variables and measures the effect given by the independent variable on the dependent variable. The survey consisted of 48 items, and took about 15 minutes to complete. Further, the scale was delivered manually to juveniles in prison.

The instruments used in this study were three scales; namely, the spiritual well-being scale, the general self-efficacy scale, and the student engagement scale. The scale used to measure spiritual well-being was initially constructed by Fisher (2009) in Australia and the English language. In addition, this scale has been used by more than 700 studies and translated into 30 languages, including Indonesian (Fisher & Ng, 2017). This study adopted that scale due to the similar background of the participants.

The scale used to measure self-efficacy was adapted from the General Self-Efficacy Scale from Schwarzer and Jerusalem (1995), which consists of ten items and was available in Indonesian. The scale was conducted to assess general perceived self-efficacy to predict coping with daily hassles and adaptation after experiencing stressful life events. The basis for using this scale is that in a sample of 23 countries, the obtained Cronbach alpha scores ranged from 0.76 to 0.90, with the majority at 0.80 high.

The scale used to measure student engagement was originally developed by Fredricks et al. (2004) and raised three aspects: cognitive, behavioral and emotional engagement. This scale explores the different forms of engagement during the study. Furthermore, this study was modified from thesis research by Lestari (2018) regarding the similarity of respondents and language usage. As well, the high score obtained of Cronbach alpha scores was at 0.846.

The data was collected on 6 January 2022. The sampling method used was a total sampling of Muslim juveniles in the Central Lombok Juvenile Prison. Respondents in this study amounted to 37 juveniles. The inclusion criteria include adolescents aged 12–18 years old who have committed various crimes, attend juvenile prison as their penalty, are Muslim, and follow the educational program (Elementary/ Junior High School/ Senior High School), and *Pendidikan Kesetaraan (Paket A/Paket B/Paket C)*.

Two statistical analysis techniques were utilized in this study. First, to test the assumption, we used the normality test, linearity test, and heteroscedasticity test. The normality test reviewed whether the research data arrives from a population normally distributed as a necessity for the next analysis step. The linearity test

determines whether the dependent variable has a linear association (George & Mallery, 2020). Furthermore, the heteroscedasticity test is a test that evaluates whether there is an imbalance of variance from the residuals for all observations in the linear regression model. This test is one of the classical assumption tests conducted on linear regression. The second analysis utilized in this study was multiple regression analysis utilized to perform a hypothesis test. In accomplishing the analysis, this study operated SPSS version 25.

## Results

### *Frequency Distribution of Demographic Respondents*

The following are the demographic characteristics of the respondents in Central Lombok Juvenile Prison. Respondents in this study amounted to 37 adolescents with a description of education, as shown in the table below. Adolescents serving a sentence are also entitled to attend general education (Elementary/Junior High School/Senior High School) and *Kesetaraan* education (*Paket A/Paket B/Paket C*). Of the 37 respondents who met the criteria, most respondents, namely 51.4 percent, were still registering for school. Furthermore, 24.3 percent, nine students, were enrolled in the *Paket C* program. Two respondents were each enrolled at the junior and senior high school education levels in general education.

**Table 1.** *Education of Respondents*

		Education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Paket A	1	2.7	2.7	2.7
	Paket B	4	10.8	10.8	13.5
	Paket C	9	24.3	24.3	37.8
	Junior School	2	5.4	5.4	43.2
	Senior High School	2	5.4	5.4	48.6
	School Registration Process	19	51.4	51.4	100.0
	Total	37	100.0	100.0	

Following are the case law demographics of 37 respondents in this study. The majority of 37 respondents, namely 59.5 percent, or 22, were involved in rape cases. In addition, there are 10.8 percent each for murder and narcotics cases. The least legal cases are stabbing and robbery, with one respondent each.

**Table 2. Law Cases of Respondents**

		Crime		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	Rape	22	59.5	59.5	59.5
	Theft	3	8.1	8.1	67.6
	Mugging	2	5.4	5.4	73.0
	Narcotics	4	10.8	10.8	83.8
	Murder	4	10.8	10.8	94.6
	Stabbing	1	2.7	2.7	97.3
	Robbery	1	2.7	2.7	100.0
	Total	37	100.0	100.0	

The table below describes the duration of Muslim juveniles undergoing the penalty process in juvenile prisons. This study has three duration categories; namely, 0–2 years, 2–3 years, and more than three years. First, most respondents, namely 89.2 percent or 33 children, have undergone coaching for 0–2 years. Then, 8.1 percent of children underwent a coaching period of more than three years. Lastly, 2.7 percent or one respondent has undergone a 2–3 years coaching period.

**Table 3. Penalty Duration**

		Penalty Duration		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	0-2 Years	33	89.2	89.2	89.2
	2-3 Years	1	2.7	2.7	91.9
	3 Years +	3	8.1	8.1	100.0
	Total	37	100.0	100.0	

Table 4 shows the frequency of student engagement in the education program of the respondents in this study. The table describes the level of student engagement of respondents who are in the low, medium and high categories. The results of data analysis demonstrate that most of the Muslim juveniles in prison are in the high category, with a total of 70.3% of the respondents, or 26 children. Furthermore, ten students, or 27% of respondents, are in the moderate category, and one respondent, or 2.7%, is in a low category.



**Table 4.** *Frequency of Student Engagement*

		Category			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	low	1	2.7	2.7	2.7
	moderate	10	27.0	27.0	29.7
	high	26	70.3	70.3	100.0
	Total	37	100.0	100.0	

*Normality and Multiple Regression Test*

The steps to verify the normality assumption before performing regression analysis include conducting a parametric statistical analysis test. The aim is to determine whether the distribution of research data is normal or not. A normality test is carried out to ensure that the data that has been collected is normally distributed or taken from a normal population. The method used to test the data distribution is a statistical analysis using Kolmogorov-Smirnov and Shapiro-Wilk. They compare the data distribution with normal data distribution with the same mean and SD. The data is not normal if the test demonstrates significant results ( $p < 0.05$ ). However, if the test shows insignificant results ( $p > 0.05$ ), then there is no difference between our data and ideally normal data; in other words, the data is normal. Based on the table below, the significance value between the two tests (Kolmogorov-Smirnov and Shapiro-Wilk) showed insignificant results ( $\text{sig} > 0.05$ ); thus, it can be concluded that the research data is normally distributed.

**Table 5.** *Kolmogorov-Smirnov and Shapiro-Wilk*

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.110	37	.200*	.962	37	.229

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The second stage is a linearity test using SPSS; the aim is to determine whether the dependent variable and the independent variable have a significant linear relationship. The first linearity test was conducted to detect the relationship between student engagement and spiritual well-being variables. In the table below, deviation from linearity has a significance value of 0.105 ( $\text{sig} > 0.05$ ). Deviation from

linearity demonstrates the deviation from the linear pattern. If this deviation is significant ( $\text{sig} < 0.05$ ), the data is not linear. However, if this deviation is not significant ( $\text{sig} > 0.05$ ), it indicates no difference with the ideal linear data, thus linear data. Thus, it means that student engagement and spiritual well-being variables are linear.

**Table 6.** ANOVA Table of Student Engagement and Spiritual Well-being

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Student Engagement * SWB	Between Groups	(Combined)	2896.336	24	120.681	4.181	.006
		Linearity	1560.361	1	1560.361	54.059	.000
		Deviation from Linearity	1335.976	23	58.086	2.012	.105
	Within Groups		346.367	12	28.864		
	Total		3242.703	36			

Following is the linearity test on the student engagement and self-efficacy variables. The results can be seen in the table below, demonstrating a significance value of 0.06 ( $\text{sig} > 0.05$ ), which means that the student engagement variable with self-efficacy is also linear.

**Table 7.** ANOVA Table of Student Engagement and Self-Efficacy

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Student Engagement * Self-Efficacy	Between Groups	(Combined)	2473.536	15	164.902	4.502	.001
		Linearity	1395.542	1	1395.542	38.101	.000
		Deviation from Linearity	1077.994	14	77.000	2.102	.060
	Within Groups		769.167	21	36.627		

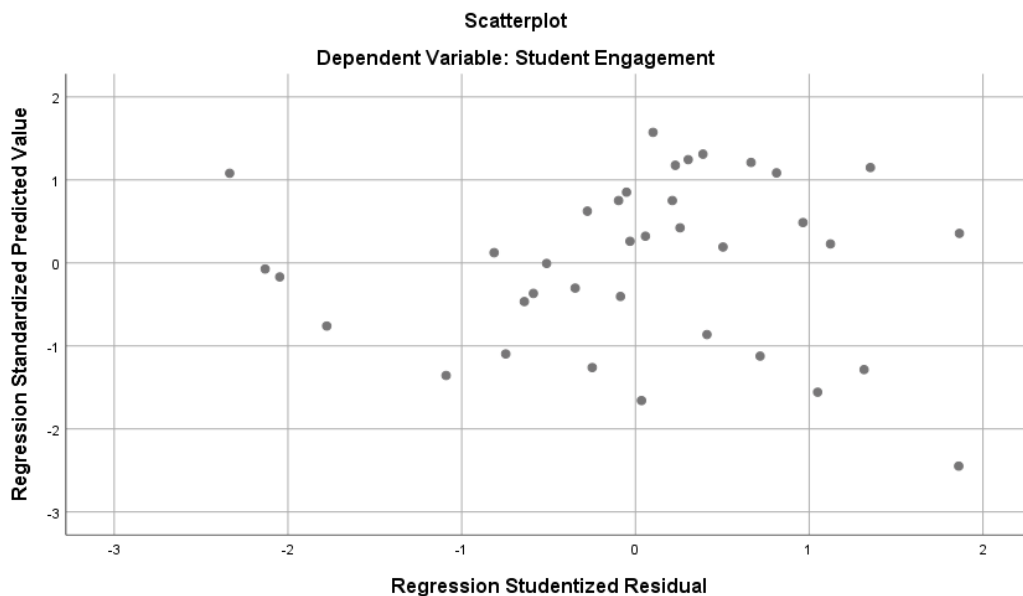
Total	3242.703	36
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The third stage is a multicollinearity test by looking at the regression coefficient table. The correlation table demonstrates the results of the intercorrelation analysis between the independent variables, which are indicated by the Pearson correlation coefficient value. For example, in the table below, the correlation between the spiritual well-being and the self-efficacy variable is  $r = 0.687$ , which means the value of  $r < 0.8$ . Therefore, the manifestation of multicollinearity was not detected.

**Table 8. Multicollinearity Test Result**

Correlations		Student Engagement	SWB	Self-Efficacy
Pearson Correlation	Student Engagement	1.000	.694	.656
	SWB	.694	1.000	.687
	Self-Efficacy	.656	.687	1.000
Sig. (1-tailed)	Student Engagement	.	.000	.000
	SWB	.000	.	.000
	Self-Efficacy	.000	.000	.
N	Student Engagement	37	37	37
	SWB	37	37	37
	Self-Efficacy	37	37	37

The fourth stage is to perform a heteroscedasticity test which is part of the classical assumption test in the regression model. The heteroscedasticity test serves to test whether there are symptoms of heteroscedasticity. Based on the scatterplot image, some points spread below and above, and the distribution of these points does not form a regular pattern. Thus, it can be concluded that there is no problem with heteroscedasticity or homoscedasticity.

*Figure 1. Scatterplot*

After carrying out the classical assumption test, the following step is to perform a multiple linear regression test to examine the influence of spiritual well-being and self-efficacy on student engagement in juvenile prison. Based on the ANOVA table below, the spiritual well-being and self-efficacy variables can project student engagement variables with the regression equation [ $F=20,122$ ,  $p<0.05$ ], and the significance value obtained is 0.000 ( $p<0.05$ ).

*Table 9. Multicollinearity Test Result*

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1757.701	2	878.851	20.122	.000 <sup>b</sup>
	Residual	1485.001	34	43.677		
	Total	3242.703	36			
a. Dependent Variable: Student Engagement						
b. Predictors: (Constant), Self-Efficacy, SWB						

This study's coefficient of determination (R Square) can be seen in Table 10 at 0.542 or 54.2%. The two independent variables can predict the dependent variable by 54.2%. Accordingly, it can be concluded that spiritual well-being and self-efficacy can predict student engagement of Muslim juveniles with a prediction rate of 54.2%.

**Table 10. Multiple Linear Regression**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736 <sup>a</sup>	.542	.515	6.609
a. Predictors: (Constant), Self-Efficacy, SWB				

The effective contribution of the spiritual well-being and self-efficacy variable to students engagement in juvenile prison was obtained using the following calculation formula:

$$SE(X)\% = \text{Beta}_x \times r_{xy} \times 100\%$$

Based on the statistical calculations, the effective contribution of spiritual well-being is 0.321 or 32%, and self-efficacy provides an effective contribution of 0.221 or 22%.

## Discussion

This study had two primary objectives. First, to discover and describe the level of student engagement of Muslim juveniles during educational programs in prison. Second, to discover the effect of spiritual well-being and self-efficacy on student engagement during juvenile prison educational programs. This discussion will answer these objectives based on the research results above.

This study found that student engagement remains high from the student engagement scale score. It is indicated that the juvenile can follow the educational program in prison, particularly seen in three aspects: cognitive, behavioral and emotional engagement. This finding is similar to a study by Est et al. (2021), where engagement is found at a moderate to a high level. Students with high engagement had the best grades, managed their time and study surroundings better, were the most strategic in seeking information, and showed less maladaptive regulatory behavior. Other studies have found the same results where engagement levels were high and correlated with various positive aspects of education (Gunuc & Kuzu, 2015; Wang & Fredricks, 2014).

In the juvenile prison context, engagement becomes more complicated to achieve. The challenges faced include building conditions that do not accommodate learning needs, lack of supporting facilities for the implementation of education (such as computers, books, LCDs, uniforms, and others), the intellectual abilities of students, and standards for providing education that is tailored to the specific characteristics of the learning situation (Ardinda & Valiant, 2019; Sofyan & Gunardi, 2020; Wirawan & Dwimawanti, 2019). In addition, Putri et al. (2020) explained that

the lack of quality and quantity of teachers at correctional facilities is also a challenge faced by correctional facilities in Indonesia. It is not uncommon for officers at correctional facilities who do not have a background as educators to undertake teaching duties because there are no teachers available at certain times (Hanestya, 2021).

Therefore, there is a lack of support for student engagement in education to flourish. However, this study found that, despite this, students have a high level of engagement. Unfortunately, this study cannot answer the contrast in these findings. Still, some factors, such as a focus on learning because there are no other activities in prison, where students are isolated from other activities in the outside world, could provide rational explanations. Physical restriction causes isolation (Borah, 2020). Besides, internal factors also reshape student engagement. Competency instantly increases emotional engagement. Students who are perceived as having high competence are more emotionally engaged in their learning processes (Kuchinski-Donnelly & Krouse, 2020). Thus, it can be assumed that this finding is obtained from the focus situation and the competency level of students in juvenile prison.

Furthermore, the engagement level shown by the quantity of time and effort students put into their education and other activities leads to experiences and outcomes that enhance student success (Kuh, 2003; Kuh et al., 2005). Moreover, engaged students form friendships with more engaged classmates. On the other hand, disengaged students tend to act defectively in school and feel marginalized, isolated and incompetent (Skinner & Pitzer, 2012). Furthermore, students who obtain a high level of engagement are self-regulating people. They are able to prepare themselves independently by connecting, planning, and monitoring their learning process (Shukor et al., 2014).

Moreover, the student with a high level of engagement will have a better learning experience and personal development. For example, the more students study or practice a subject, the more they master it in the cognitive aspect. Therefore, Carini et al. (2006) also found a link between engagement and academic performance, the GPA index, and GRE scores. Meanwhile, a high-level of engagement in social activities in school is positively related to student persistence in colleges (Hu, 2011). Therefore, it is indicated that divergent roles of different dimensions of engagement are also indicated in the student experience.

Multiple studies state various dimensions of student engagement. For instance, Appleton et al. (2006) mention two dimensions of the Student Engagement Instrument (SEI): cognitive and psychological engagement. Meanwhile, the National Center for Student Engagement (NCSE), in a report by Finlay (2006), mentions three dimensions that are the same as Fredricks et al.

(2005) that are emotional, cognitive and behavioral engagement. Furthermore, Reeve and Tseng (2011) added agentic engagement as an essential new aspect, which is defined as students' constructive participation in the flow of their instruction. Therefore, students who have a high level in every dimension can certainly enjoy a better learning process and achieve an effective learning experience through these various dimensions.

The second finding of this study showed a significant effect of spiritual well-being toward student engagement. Spiritual well-being enhances engagement during study in prison. This finding is relevant to Fisher's (2009) explanation that spirituality is related to a person's consciousness of the existence and experience of internal feelings and beliefs that give purpose, meaning and value. Spirituality helps individuals live at peace with themselves, love God and their neighbor, and live in harmony with the environment. It is also related to Feizi et al.'s (2020) finding that SWB scores dominate the religious well-being subscale. Another study by Pong (2018) also states that religious belief in the student, led by religious doctrines, activities and practices, may likewise be integrated into their daily routines.

Thus, in this study, religion also plays an important role in increasing spiritual well-being and subsequently affecting student engagement levels. Furthermore, Ellison (1983) stated that spiritually healthy persons would feel generally alive, purposeful and satisfied. Therefore, spiritual well-being, particularly religious belief and the implementation of rituals in religion, indicates a harmonious situation (Pong, 2017).

Fisher (2007; 2009) explained four dimensions of spiritual well-being. First, *the personal domain* concerns life's meaning, purpose and values. Second, *the communal domain* displays the quality of interpersonal relationships with others, including love, hope, and human trust. Third, *the environmental domain* deals with the physical and biological world, including a sense of awe and integration with the environment. Fourth, *the transcendental domain* is the relationship with something beyond the human level, such as a transcendental force or God. Regarding the holistic aspects of human lives, spiritual well-being is related to many positive aspects, such as students' mental health (Jafari et al., 2010). A sense of spiritual well-being will also enhance resilience (Smith et al., 2013).

Therefore, spiritual well-being can also predict and influence engagement as a basic in someone's life. Moreover, as shown in the three aspects, engagement needs support or resources from internal factors and other perspectives such as socio-cultural, personal, behavioral, psychological and holistic perspectives, including spirituality, that control many indicators in lives (Kahu, 2018). Regarding this finding, Hilmi et al. (2020) state the importance of increasing the low levels of

students' spiritual well-being through guidance and counseling services to encourage educational success.

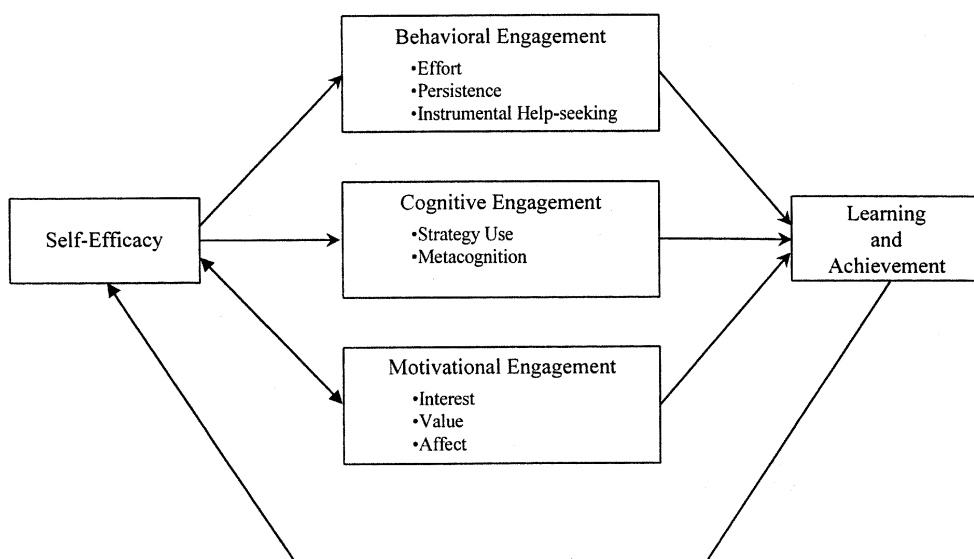
Meanwhile, spirituality in general also directly affects purpose in life, and indirectly affects academic engagement through purpose in life. This statement is a finding of a study by Greenway (2006) that indicates that students searching for meaning and purpose may not become instantly academically engaged except through finding purpose in life. Subsequently, it will also lead to engagement. On the other hand, spiritual well-being is a complex construct, encompassing the personal to the transcendental domains. This fact allows spiritual well-being to be a variable directly related to engagement. It can also become a rational explanation for the findings in this study.

This study also found a significant effect of self-efficacy toward student engagement. This finding is similar to a study by Chang and Chien (2015) that specifically revealed self-efficacy has a strong correlation with behavioral engagement. Another corroborating study found that self-efficacy positively predicted four different aspects of engagement; namely, cognitive, emotional, behavioral and agentic engagement, in educational processes (Sökmen, 2019). Moreover, Sayad et al. (2021) state that academic self-efficacy has a significant positive effect on behavioral and emotional aspects of engagement. A recent study by Koob et al. (2021) also announced the same results.

Furthermore, according to Bandura (1977; 1997), there are three dimensions of self-efficacy. First, *magnitude* is related to the level of difficulty in completing a task. Individuals will tend to choose the tasks they believe they are capable of and avoid problematic responsibilities. Second, *generality* explains the extent to which individuals are confident of their ability in different situations or conditions of fluctuating tasks. Third, *strength* is the level of belief of a person towards implementing the task. If someone has low strength, it will be easy to give up. Reversely, if someone has high strength, they will keep trying despite obstacles in completing a task. Therefore, through the three dimensions of existence, the individual can complete the task despite obstacles. Thus, strong self-efficacy contributes to higher student engagement. A corroborating study by Kahu and Nelson (2018) stated that self-efficacy acknowledges the complex array of student-based factors that influence students' belief in their abilities. It also highlights that self-efficacy may be the key mechanism determining the level of engagement in students. When a person has high confidence in their abilities, they will be more involved in every process they go through.



Meanwhile, a robust, specific description of self-efficacy's effect on student engagement is also explained through Linnenbrink and Pintrich's (2003) framework. A simplified version of the relations is displayed in Figure 2 below.



**Figure 2.** *A general framework for self-efficacy, engagement, and learning according to Linnenbrink and Pintrich's (2003) framework*

The above figure is also similar to the finding of this study that self-efficacy can lead to more engagement, more learning, and better achievement. However, Linnenbrink and Pintrich's (2003) framework also found that the relations between variables flow back to self-efficacy over time. Consequently, the more students engage in studying processes, the more they learn, and the better they perform, the higher their self-efficacy. Meanwhile, self-efficacy specifically helps the student keep motivated and engaged in learning activities. For instance, students who feel efficacious in learning yet perceive their progress is low will employ other strategies and seek help to adjust and engage in advancing in their learning and achieving effective progress (Schunk & Mullen, 2012).

Subsequently, the student with high self-efficacy will also have confidence in their ability to organize and complete the assignments needed to achieve certain outcomes (Seto et al., 2020), including in making the effort to obtain maximum learning outcomes, even in challenging conditions (Cahyani & Winata, 2020). Therefore, self-efficacy can predict various positive aspects in education, including increasing student engagement.

Finally, this study is important in relation to the impact obtained from the results, particularly in regards to the state guarantee to fulfill its responsibilities to

every citizen without exception, including children in conflict with the law (Putro Ferdiawan et al., 2020). Furthermore, every child also has the right to receive education in personal development and intelligence according to their interests and talents (Republic of Indonesia, 2002b). Thus, more comprehensive research is needed to answer the various issues experienced by children in prison.

This study's results support students in pursuing education, one of which is the importance of identifying factors that can affect student engagement in schools, especially for those who face many challenges in prison. In more detail, the parties involved, in this case, the Directorate General of Corrections, can also provide special training to improve spiritual well-being in prisons. For example, various programs such as religious guidance, self-knowledge training, communication training, and other training in line with the spiritual well-being domain can be provided. Likewise, prison staff and educators in educational programs can stimulate self-efficacy following clear stages and references with self-efficacy training. Thus, student engagement levels can also be increased through these two variables.

## Conclusion

The conclusions of this study are divided into three main points. First, students' engagement in attending education in prisons is high. This finding indicates that they can show cognitive, emotional, and behavioral engagement during the study. Although this finding looks contrary, the logical explanation is that physical restrictions in prison make students more focused and show confidence in learning. Second, spiritual well-being affects the level of student engagement. Those with high spiritual well-being scores had a higher engagement. In this case, Islam's religious belief is the key point in the description of this finding. Third, self-efficacy affects the level of student engagement. Those who have high self-efficacy scores also have higher confidence in their abilities, so they are more engaged in the learning process.

This research has been carried out with much preparation, however, it still has limitations that can be improved on for further research. One of these limitations is the low number of participants and that they come from a similar religious background and culture. Future research can also make comparisons about the picture of spiritual well-being between religions, criminal cases, and other groups. It is also important to know how other variables besides spiritual well-being and self-efficacy influence school engagement, especially in prisons. More discoveries about these factors can help students increase their engagement in school. In addition, more comprehensive research can also provide a complete picture by using mixed-

method research to determine the factors that distinguish the level of engagement from the low, medium and high categories.

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