

Resilience as a mediator of parental social support and tahfiz examination anxiety in Islamic education

Munirotul Mahmuda Poncokaryo*, Triyo Supriyatno, Esa Nur Wahyuni

State Islamic University of Maulana Malik Ibrahim Malang, Indonesia

*2201001210021@student.uin-malang.ac.id

Abstract

This study aims to examine the role of resilience as a mediating variable in the relationship between parental social support and anxiety in tahfiz examinations. Anxiety in tahfiz examinations has distinctive characteristics, as it is not only related to academic demands but also involves memorization performance pressure and psychological readiness during direct recitation. This study employed a quantitative correlational design involving 96 respondents. Data was collected through validated and reliable questionnaires and analyzed using path analysis and the Sobel test. The results indicate that parental social support has a negative effect on anxiety (-0.350). Meanwhile, the indirect effect through resilience is stronger (-0.391), resulting in a total effect of -0.741. The coefficient of determination (R^2) of 0.60 indicates that parental social support and resilience collectively explain 60% of the variance in tahfiz examination anxiety. The Sobel test result ($Z = -3.36 > 1.96$) confirms that resilience significantly functions as a partial mediator. These findings highlight the importance of strengthening resilience to reduce anxiety and enhance students' psychological readiness in facing tahfiz examinations.

Keywords: Examination Anxiety; Islamic Education; Parental Social Support; Resilience; Tahfiz Education

Abstrak

Penelitian ini bertujuan untuk mengkaji peran resiliensi sebagai variabel mediasi dalam hubungan antara dukungan sosial orang tua dan kecemasan dalam menghadapi ujian tahfiz. Kecemasan pada ujian tahfiz memiliki karakteristik khusus karena tidak hanya berkaitan dengan tuntutan akademik, tetapi juga tekanan performa hafalan serta kesiapan psikologis saat diuji secara langsung. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional yang melibatkan 96 responden. Data dikumpulkan melalui angket yang telah diuji validitas dan reliabilitasnya, kemudian dianalisis menggunakan teknik path analysis dan uji Sobel. Hasil penelitian menunjukkan bahwa dukungan sosial orang tua berpengaruh negatif terhadap kecemasan sebesar -0,350. Sementara itu, pengaruh tidak langsung melalui resiliensi lebih kuat, yaitu sebesar -0,391, sehingga total pengaruh mencapai -0,741. Nilai koefisien determinasi (R^2) sebesar 0,60 menunjukkan bahwa dukungan sosial orang tua dan resiliensi secara bersama-sama mampu menjelaskan 60% variasi kecemasan menghadapi ujian

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tahfiz. Hasil uji Sobel dengan nilai Z sebesar -3,36 ($>1,96$) menunjukkan bahwa resiliensi berperan sebagai mediator parsial yang signifikan. Temuan ini menegaskan pentingnya penguatan resiliensi dalam membantu menurunkan kecemasan serta meningkatkan kesiapan psikologis siswa dalam menghadapi ujian tahfiz.

Kata kunci: Kecemasan Ujian; Pendidikan Islam; Dukungan Sosial Orang Tua; Ketangguhan; Pendidikan Tahfiz

Introduction

The development of Islamic education in Indonesia has become increasingly dynamic, particularly through the integration of tahfiz Al-Qur'an programs, which refer to structured programs focused on memorizing the Qur'an (*hifz al-Qur'an*) through systematic repetition, guidance, and continuous evaluation, into formal education systems in madrasah (Nik Abdullah et al., 2021). This integration is not only intended to enhance students' academic competence but also to foster religious character and achieve a balance between intellectual and spiritual development (Lukianto et al., 2025). Tahfiz programs, which were previously more closely associated with pesantren environments, have now become an essential component of formal curricula, positioning Qur'anic memorization as a central and continuous learning activity (Hasanah et al., 2025).

Students enrolled in tahfiz programs have distinct characteristics compared to general students. In addition to participating in regular academic learning, they are required to achieve long-term memorization targets and continuously maintain the quality of their memorization through *muraja'ah*. This process demands consistency, discipline, and strong psychological readiness. In practice, these dual demands often lead to psychological pressure, particularly when students face formal evaluations in the form of tahfiz examinations (Fitri & Cholizah, 2025).

Tahfiz examinations represent a unique form of assessment that differs from conventional academic tests. In these examinations, students are required not only to demonstrate mastery of memorized material but also to perform their recitation directly in front of examiners with a high level of accuracy, including fluency, correct pronunciation (*tajwid*), and proper sequence of verses. Such conditions require not only cognitive competence but also emotional stability, concentration, and psychological readiness. Therefore, tahfiz examinations constitute a distinctive source of psychological pressure within the learning process.

This pressure often manifests as anxiety in facing tahfiz examinations, which have more complex characteristics than general academic anxiety. It involves not only concerns about outcomes, but also immediate performance pressure and the

spiritual responsibility associated with Qur'anic memorization. This anxiety may appear in the form of excessive worry about forgetting verses, fear of making recitation errors, and negative thoughts related to evaluation by teachers and parents (Naufalita & Sari, 2024).

More specifically, anxiety in tahfiz examinations can be understood through three main aspects. First, the cognitive aspect, which includes negative thoughts such as fear of failure, self-doubt, and concerns about forgetting memorized verses. Second, the emotional aspect reflected in feelings of tension, restlessness, and uneasiness before and during the examination. Third, the physiological aspect, including symptoms such as increased heart rate, sweating, and muscle tension, which may disrupt memorization performance (Moulai et al., 2023; Azalia & Jenuri, 2025). These aspects are interrelated and can significantly influence students' performance during tahfiz examinations.

Previous studies have shown that anxiety among Qur'an memorization students tends to increase when facing performance-based evaluations requiring accuracy and direct recitation (Hadinata et al., 2023). If not properly managed, anxiety can reduce concentration, disrupt recall of memorized verses, and lower students' confidence. In the long term, it may also affect learning motivation and psychological well-being (Yundianto et al., 2023). In addressing this issue, parental social support emerges as an important external factor. Such support includes attention, motivation, and empathy, which can help students feel more secure and confident when facing tahfiz examinations (Rozali et al., 2022). Parents who provide positive support can create a sense of psychological safety that enables students to manage the pressure they experience more effectively.

However, social support does not always directly reduce anxiety. In some cases, students continue to experience anxiety despite receiving sufficient support from their environment. This indicates that internal factors also play a role in determining how students respond to pressure. One important internal factor is resilience, defined as the individual's ability to adapt, endure, and recover from adversity. In the context of tahfiz examinations, resilience is not only related to psychological endurance but also includes the ability to remain calm when making memorization errors, to continue recitation without panic, and to interpret examinations as part of both learning and worship. Resilience in Islamic education also encompasses strong spiritual dimensions, such as patience (*ṣabr*) and reliance on God (*tawakkul*) in facing challenges.

Although studies on anxiety and social support have been widely conducted, most have focused on general academic contexts and have not specifically examined anxiety in tahfiz examinations. Furthermore, research that positions resilience as a mediating variable in the relationship between parental social

support and anxiety remains limited, particularly within the context of Islamic education and tahfiz programs in madrasah. This gap highlights the need for a more integrative approach to understanding the psychological dynamics experienced by tahfiz students.

This study offers a novel contribution by examining the role of resilience as a mediating variable in the relationship between parental social support and anxiety in tahfiz examinations, which has not been widely explored in the context of Islamic education. This approach provides a more comprehensive perspective in understanding the psychological mechanisms experienced by tahfiz students in dealing with examination pressure. This study aims to analyze the effect of parental social support on anxiety in tahfiz examinations and to examine the role of resilience as a mediating variable in this relationship. The findings are expected to contribute to the development of Islamic education studies, particularly in understanding psychological aspects in tahfiz learning, as well as to serve as a basis for designing learning strategies that not only focus on memorization achievement but also on students' mental and emotional readiness.

Method

This study employed a quantitative approach with a correlational design to examine the relationships among variables and to test the mediating role within the proposed research model. A quantitative approach was selected as the study aimed to test hypotheses using measurable statistical data (Sugiyono, 2019). The research was conducted at MTsN 1 Malang, involving 96 respondents who were students enrolled in the tahfiz program. The participants were selected using a total sampling technique, as the entire population was included as the research sample.

Data was collected through a structured questionnaire developed based on the indicators of each variable, namely parental social support, resilience, and anxiety in facing tahfiz examinations. The parental social support instrument was adapted from Sarafino's (2011) concept of social support, the resilience instrument was adapted from the resilience model developed by Reivich and Shatté (2002), and the anxiety instrument was based on the theory of Aaron T. Beck developed by Beck et al. (1988), which was adjusted to the context of anxiety in tahfiz examinations. The questionnaire employed a Likert scale consisting of closed-ended statements with multiple response options reflecting the level of agreement.

Prior to data collection, the instruments were tested for validity and reliability to ensure their accuracy and consistency in measuring the research variables

(Sugiyono, 2019). The research procedure involved several stages, including data collection, data processing, and data analysis. The data collected were analyzed using inferential statistical techniques with the assistance of IBM SPSS software. The analysis included descriptive analysis, classical assumption tests, and hypothesis testing using path analysis to examine both direct and indirect effects among variables (Ghozali, 2018). In addition, the Sobel test was employed to determine the significance of resilience as a mediating variable in the relationship between parental social support and anxiety in facing tahfiz examinations.

The results of the analysis were interpreted to determine the strength of the relationships among variables and the contribution of each variable in explaining anxiety in tahfiz examinations. The coefficient of determination (R^2) was used to assess the extent to which parental social support and resilience jointly explain the variance in anxiety.

Results and Discussion

The measurement of parental social support, resilience, and anxiety in facing tahfiz examinations was conducted among students enrolled in the tahfiz program at MTsN 1 Malang. In this study, tahfiz students refer to those who participate in a structured Qur'anic memorization program. In addition to attending formal academic learning, they are also required to achieve memorization targets and maintain the quality of their memorization through continuous revision (*muraja'ah*). Data were collected through questionnaires developed based on the indicators of each research variable. During the data collection process, respondents were guided to ensure that each statement was clearly understood, so that the data obtained could accurately reflect the actual conditions experienced by tahfiz students in dealing with learning demands and memorization examinations.

The interpretation of the research findings indicates a relationship among parental social support, resilience, and anxiety in facing tahfiz examinations among tahfiz students. The questionnaire results show that most students have moderate levels of parental social support and resilience, while their anxiety levels tend to range from moderate to high. This condition suggests that although tahfiz students possess adequate adaptive abilities and receive support from their parents, the pressure of facing Qur'anic memorization examinations is still experienced by the majority of students. The results of further analysis are presented as follows.

A. Descriptive analysis

Based on the results of descriptive statistical analysis, an overview of the research data was obtained, including respondent characteristics and the distribution of scores for each variable, namely parental social support, resilience, and anxiety in facing tahfiz examinations. This analysis serves as a preliminary description of the data before conducting further statistical tests.

The subjects in this study consisted of 96 tahfiz students at MTsN 1 Malang. Based on age characteristics, the majority of respondents were 14 years old (38%), followed by 13 years old (30%), 15 years old (27%), and 12 years old (4%). In terms of grade level, the distribution of respondents was relatively balanced across grades 7, 8, and 9. Meanwhile, based on gender, the respondents were predominantly female (65%) compared to male students (35%). In addition, based on the amount of Qur'anic memorization, most respondents were in the range of 2–3 juz, indicating that they were generally at the early to intermediate stage of the memorization process.

Table 1. Hypothetical Score Results

Variable	N	Max	Min	Mean	SD
Parental Social Support (X)	96	120	30	75	15
Resilience (Y)	96	140	35	87,5	17,5
Tahfiz Examination Anxiety (M)	96	120	30	75	15

Based on Table 1, parental social support has a mean score of 75 with a standard deviation of 15, indicating a moderate level among respondents. Resilience shows a higher mean score of 87.5 with a standard deviation of 17.5, suggesting that students generally possess a relatively strong capacity to adapt and cope with challenges. Meanwhile, tahfiz examination anxiety has a mean score of 75 with a standard deviation of 15, which reflects a moderate level of anxiety experienced by students. These findings indicate that while students demonstrate good resilience, they still experience a certain degree of anxiety in facing tahfiz examinations. The results also provide a basis for further data categorization and analysis.

Table 2. Categorization of Parental Social Support

Category	Criteria	Frequency	Percentage
Low	$X < 60$	35	36,5%
Moderate	$60 \leq X \leq 90$	45	46,9%
High	$X > 90$	16	16,7%
Total		96	100%

Based on Table 2, parental social support is predominantly in the moderate category (46.9%), followed by the low category (36.5%) and the high category (16.7%). This indicates that most students receive a sufficient level of support

from their parents, although a considerable proportion still experience limited support.

Table 3. Categorization of Resilience

Category	Criteria	Frequency	Percentage
Low	$X < 70$	40	41,7%
Moderate	$70 \leq X \leq 105$	41	42,7%
High	$X > 105$	15	15,6%
Total		96	100%

Based on Table 3, resilience is also primarily categorized as moderate (42.7%), with a nearly comparable proportion in the low category (41.7%), and a smaller percentage in the high category (15.6%). This finding suggests that although students generally demonstrate adequate resilience, many still have relatively low adaptive capacity in dealing with challenges.

Table 4. Categorization of Tahfiz Examination Anxiety

Category	Frequency	Percentage	Category
Low	9	9,4%	Low
Moderate	52	54,2%	Moderate
High	35	36,5%	High
Total	96	100%	Total

Based on Table 4, anxiety in facing tahfiz examinations is mostly at a moderate level (54.2%), followed by a substantial proportion in the high category (36.5%), and only a small percentage in the low category (9.4%). This indicates that a significant number of students experience considerable anxiety when facing tahfiz examinations. Overall, the three variables tend to fall within the moderate category. However, parental social support and resilience show a tendency toward lower levels, while anxiety tends to range from moderate to high. This condition indicates that tahfiz students still experience notable psychological pressure in facing memorization examinations. Therefore, strengthening parental social support and enhancing students' resilience are essential to help manage anxiety more effectively.

B. Assumption Testing

1. Normality test

The normality test was conducted to determine whether the data were normally distributed, as required for parametric statistical analysis. The test was performed using the Kolmogorov–Smirnov test.

Table 5. Normality Test Results – Path Model 1

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		96
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	9,91934487
Most Extreme Differences	Absolute	,084
	Positive	,084
	Negative	-,051
Test Statistic		,084
Asymp. Sig. (2-tailed)		,089 ^c

Based on Table 5, the results of the normality test for path model 1 show that the Asymp. Sig. (2-tailed) value is 0.089, which is greater than 0.05. This indicates that the data in path model 1 are normally distributed. Therefore, the normality assumption for path model 1 has been fulfilled.

Table 6. Normality Test Results – Path Model 2

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		96
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	9,66502304
Most Extreme Differences	Absolute	,052
	Positive	,052
	Negative	-,044
Test Statistic		,052
Asymp. Sig. (2-tailed)		,200 ^{c,d}

Based on Table 6, the results of the normality test for path model 2 show that the Asymp. Sig. (2-tailed) value is 0.200, which is also greater than 0.05. This indicates that the data on path model 2 are normally distributed. Therefore, the normality assumption for path model 2 has also been fulfilled.

Overall, the results of the normality tests in both models indicate that all data are normally distributed. This means that the data meets the requirements for further analysis using parametric statistical methods.

2. *Linearity test*

The linearity test was conducted to examine whether the relationships among the variables were linear. This test employed the Deviation from Linearity method, where a significance value greater than 0,05 indicates that the relationship between variables is linear.

Table 7. Linearity Test Results

Variables	Sig.	Interpretation
Parental Social Support – Tahfiz Examination Anxiety	0,076	Linear
Parental Social Support – Resilience	0,072	Linear
Resilience – Tahfiz Examination Anxiety	0,229	Linear

Based on Table 7, the results of the linearity test indicate that the significance value for the relationship between parental social support and tahfiz examination anxiety is 0.076, which is greater than 0.05. This indicates that the relationship between these variables is linear. Furthermore, the relationship between parental social support and resilience shows a significance value of 0.072, which also exceeds 0.05, indicating a linear relationship between the two variables. In addition, the relationship between resilience and tahfiz examination anxiety has a significance value of 0.229, which is also greater than 0.05. This result confirms that the relationship between resilience and anxiety is linear. Overall, all variables in this study demonstrate linear relationships.

3. Multicollinearity test

The multicollinearity test was conducted to assess whether strong correlations existed among the independent variables in the model. This test utilized tolerance values and the Variance Inflation Factor (VIF), where tolerance values greater than 0,10 and VIF values less than 10 indicate the absence of multicollinearity.

Table 8. Multicollinearity Test Results

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	133,196	4,368		30,493	,000		
Parental Social Support	-,308	,116	-,350	-2,661	,009	,248	4,025
Resilience	-,346	,101	-,451	-3,425	,001	,248	4,025

a. Dependent Variable: Tahfiz Examination Anxiety

Based on Table 8, the results of the multicollinearity test show that parental social support has a tolerance value of 0.248, which is greater than 0.10, and a VIF value of 4.025, which is less than 10. This indicates that parental social support does not exhibit multicollinearity. Similarly, resilience also has a tolerance value of 0.248 (> 0.10) and a VIF value of 4.025 (< 10), indicating that this variable is also free from multicollinearity. Overall, the tolerance and VIF values for all

independent variables meet the required criteria. Therefore, it can be concluded that there is no multicollinearity among the independent variables in the model.

4. *Heteroscedasticity test*

The heteroscedasticity test was conducted to assess whether the variance of residuals in the regression model was constant. The test employed the Glejser method by examining the significance values of each independent variable, where a significance value greater than 0.05 indicates the absence of heteroscedasticity.

Table 9. Heteroscedasticity Test (Glejser) – Path Model 1

Coefficients ^a					
Model		Unstandardized		Standardize	
		Coefficients		d	
		B	Std. Error	Beta	t
1	(Constant)	6,731	2,820		2,387
	Parental Social Support	,012	,037	,033	,321
a. Dependent Variable: Res1 Path					

Based on Table 9, the results of the heteroscedasticity test using the Glejser method for path model 1 show that the significance value for parental social support is 0.749, which is greater than 0.05. This indicates that there is no heteroscedasticity in path model 1.

Table 10. Heteroscedasticity Test (Glejser) – Path Model 2

Coefficients ^a					
Model		Unstandardized		Standardize	
		Coefficients		d	
		B	Std. Error	Beta	t
2	(Constant)	3,077	2,394		1,285
	Parental Social Support	,096	,063	,305	1,506
	Resilience	-,027	,055	-,100	-,495
a. Dependent Variable: Res 2 Path					

Based on Table 10, the heteroscedasticity test results for path model 2 show that the significance value for parental social support is 0.136 and for resilience is 0.621, both of which are greater than 0.05. These results indicate that there is no heteroscedasticity in path model 2. Overall, the results from both models indicate that all independent variables have significance values above 0.05. Therefore, it can be concluded that the regression models meet the assumption of homoscedasticity and are suitable for further analysis using regression and path analysis.

C. Inferential Analysis

1. Regression coefficient analysis – path model 1

The regression analysis for path model 1 was conducted to examine the effect of parental social support on resilience among tahfiz students. The analysis was performed using IBM SPSS, and the results are presented in the following table.

Table 11. Regression Coefficient Results – Path Model 1

Independent Variable	Dependent Variable	Standardized Coefficient (β)	t-value	Sig.
Parental Social Support	Resilience	0,867	16,863	0,000

Based on Table 11, the results indicate that parental social support has a positive and significant effect on resilience, with a standardized coefficient (β) of 0.867, a t-value of 16.863, and a significance value of 0.000 ($p < 0.05$). This finding implies that higher levels of parental social support are associated with higher levels of resilience among tahfiz students. Furthermore, the correlation coefficient of 0.867 indicates a strong relationship between parental social support and resilience, suggesting that an increase in parental support is accompanied by an increase in students' resilience.

Table 12. Coefficient of Determination – Path Model 1

Model Summary ^b			
Model	R	R Square	Adjusted R Square
1	,867 ^a	,752	,749
Std. Error of the Estimate			
1	9,97197		
a. Predictors: (Constant), Parental Social Support			
b. Dependent Variable: Resilience			

Based on Table 12, the coefficient of determination (R^2) of 0.752 indicates that parental social support explains 75.2% of the variance in resilience, while the remaining 24.8% is influenced by other factors outside the research model. The error term in path model 1 was calculated using the following formula: d using the following formula:

$$\begin{aligned}
 e1 &= \sqrt{(1 - R \text{ Square})} \\
 &= \sqrt{(1 - 0,752)} \\
 &= \sqrt{(0,248)} \\
 &= 0,498
 \end{aligned}$$

Based on these results, path model 1 demonstrates a positive directional effect of parental social support on resilience among tahfiz students. The structural model of path model 1 is illustrated in the following figure.

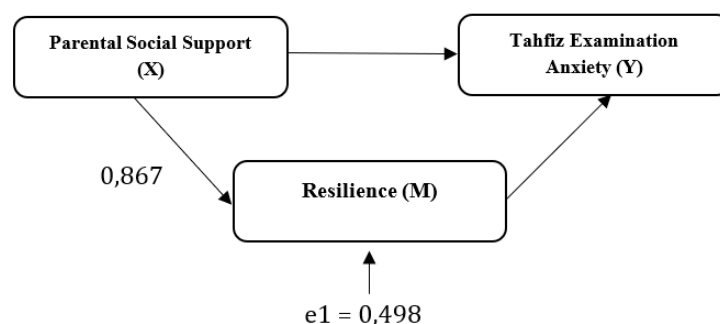


Figure 1. Structural Model of Path Analysis (Model 1)

Based on Figure 1, parental social support has a direct positive effect on resilience with a path coefficient of 0.867. This indicates that higher parental social support is associated with higher resilience among students. The model also shows the error term (e_1) of 0.498, which represents the influence of other variables outside the model on resilience.

2. Regression coefficient analysis – path model 2

The regression analysis for path model 2 was conducted to examine the effects of parental social support and resilience on anxiety in facing tahfiz examinations among tahfiz students. This model also aims to evaluate the mediating role of resilience in this relationship.

Table 13. Regression Coefficients – Path Model 2

Independent Variable	Dependent Variable	Standardized Coefficient (β)	t-value	Sig.	F-value
Parental Social Support	Tahfiz Examination	-0.350	-2.661	0.009	69,662
Resilience	Anxiety	-0.451	-3.425	0.001	

Based on Table 13, the results indicate that parental social support has a negative and significant effect on anxiety ($\beta = -0,350$; $t = -2,661$; $p < 0,05$). Similarly, resilience also has a negative and significant effect on anxiety ($\beta = -0,451$; $t = -3,425$; $p < 0,05$). These findings imply that higher levels of parental social support and resilience are associated with lower levels of anxiety among tahfiz students in facing tahfiz examinations. Compared to the critical t-value ($t_{\text{table}} = 1,986$; $\alpha = 0,05$; $n = 96$), the calculated t-values for both variables exceed the threshold ($-2,661 > 1,986$ and $-3,425 > 1,986$), confirming that both variables significantly influence anxiety.

Furthermore, the F-test result ($F = 69,662$; $p < 0,05$) indicates that parental social support and resilience simultaneously have a significant effect on anxiety in facing tahfiz examinations. The correlation analysis also shows a strong

negative relationship between parental social support and anxiety ($r = -0,741$; $p < 0,05$), as well as between resilience and anxiety ($r = -0,754$; $p < 0,05$), indicating that increased social support and resilience are associated with decreased anxiety levels.

Table 14. Coefficient of Determination – Path Model 2

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	,774 ^a	,600	,591	9,76840
a. Predictors: (Constant), Resilience, Parental Social Support				
b. Dependent Variable: Tahfiz Examination Anxiety				

Based on Table 14, the coefficient of determination (R^2) of 0,600 indicates that parental social support and resilience jointly explain 60% of the variance in anxiety in facing tahfiz examinations, while the remaining 40% is influenced by other factors outside the model. The error term for path model 2 was calculated as follows:

$$\begin{aligned}
 e2 &= \sqrt{(1 - R \text{ Square})} \\
 &= \sqrt{(1 - 0,600)} \\
 &= \sqrt{0,400} \\
 &= 0,632
 \end{aligned}$$

Based on these results, path model 2 demonstrates the direction of influence of parental social support and resilience on anxiety in facing tahfiz examinations among tahfiz students. The structural model is illustrated in Figure 2.

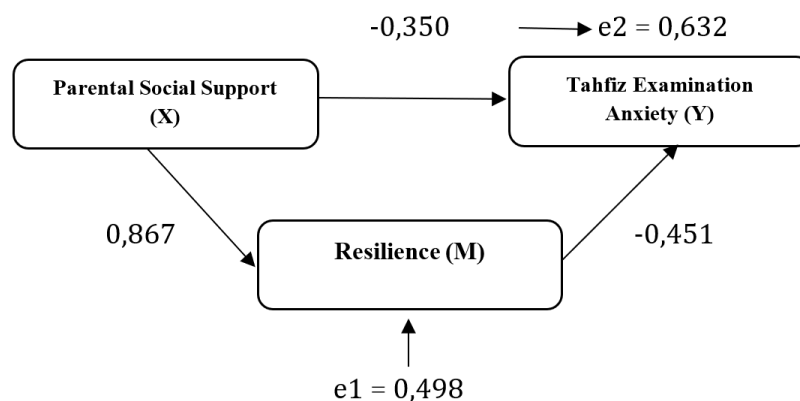


Figure 2. Structural Model of Path Analysis (Model 2)

Based on Figure 2, parental social support has a direct negative effect on anxiety with a path coefficient of -0.350 , indicating that higher parental support is associated with lower levels of anxiety. In addition, resilience also has a negative effect on anxiety with a coefficient of -0.451 , suggesting that higher

resilience contributes to lower anxiety levels. The model also shows the indirect effect of parental social support on anxiety through resilience, as well as the error terms $e_1 = 0.498$ and $e_2 = 0.632$, which represent the influence of other variables outside the model.

Based on the path analysis results, the direct effect of parental social support on anxiety in facing tahfiz examinations among tahfiz students is $-0,350$. This indicates a negative relationship, meaning that higher levels of parental social support are associated with lower levels of anxiety. Meanwhile, the indirect effect of parental social support on anxiety through resilience is obtained from the multiplication of path coefficients, where $0,867 \times -0,451 = -0,391$. This finding suggests that parental social support contributes to increasing students' resilience, which in turn leads to a reduction in anxiety. Furthermore, the total effect of parental social support on anxiety is calculated by combining the direct and indirect effects, where $-0,350 + -0,391 = -0,741$. This indicates that both direct and indirect effects jointly contribute to reducing anxiety among tahfiz students.

These results demonstrate that resilience plays an important role in mediating the relationship between parental social support and anxiety in facing tahfiz examinations. Therefore, to confirm the significance of the indirect effect, further analysis using the Sobel test is presented in the following section.

3. Mediation analysis (sobel test)

The mediation analysis was conducted to examine the role of resilience as a mediating variable in the relationship between parental social support and anxiety in facing tahfiz examinations among tahfiz students. The Sobel test was used to determine the significance of the indirect effect between variables.

The Sobel test was calculated using the path coefficients and their corresponding standard errors as follows:

$$Z = \frac{a \times b}{\sqrt{(b^2 \times S_a^2) + (a^2 \times S_b^2)}}$$

Where:

a = the effect of parental social support on resilience

S_a = the standard error of a

b = the effect of resilience on anxiety in facing tahfiz examinations

S_b = the standard error of b

Thus, the calculation is as follows:

$$\begin{aligned} Z &= \frac{0,993 \times (-0,346)}{\sqrt{((-0,346)^2 \times (-0,059)^2) + ((0,993)^2 \times (0,101)^2)}} \\ Z &= \frac{-0,3436}{\sqrt{(0,1197 \times 0,00348) + (0,9860 \times 0,0102)}} \\ Z &= \frac{-0,3436}{\sqrt{(0,000416 + (0,01006))}} \\ Z &= \frac{-0,3436}{\sqrt{0,010476}} \\ Z &= \frac{-0,3436}{0,10235} \\ Z &= -3,36 \end{aligned}$$

The results of the Sobel test show a Z-value of -3,36, which exceeds the critical value of 1,96 at the 0,05 significance level ($Z > 1,96$). This indicates that the indirect effect of parental social support on anxiety in facing tahfiz examinations through resilience is statistically significant. These findings confirm that resilience acts as a mediating variable in the relationship between parental social support and anxiety among tahfiz students. However, since the direct effect remains significant even after the inclusion of the mediating variable, the type of mediation identified is partial mediation. This means that resilience only partially mediates the effect of parental social support on anxiety. Therefore, the hypothesis stating that parental social support influences anxiety in facing tahfiz examinations through resilience among tahfiz students is accepted.

This study also demonstrates that parental social support plays a significant role in shaping the resilience of tahfiz students. The findings indicate that higher levels of parental support are associated with stronger student abilities to cope, adapt, and recover from pressure, particularly in dealing with memorization demands and tahfiz examinations. Parental support serves as an external resource that facilitates the development of students' psychological resilience. This finding supports previous studies showing a positive relationship between parental social support and resilience (Wulandari, 2025; Aini, 2024). However, in the context of tahfiz students, this relationship appears more complex, as resilience is influenced not only by psychological factors but also by spiritual demands and consistency in maintaining Qur'anic memorization.

In the context of tahfiz students, memorizing the Qur'an requires not only cognitive ability but also strong mental and emotional readiness. The pressure associated with tahfiz examinations, such as fear of losing fluency, anxiety about making mistakes, and the demands of achieving memorization targets, makes

resilience a crucial factor. Students who receive strong parental support tend to have better emotional regulation, are able to maintain calmness, and are less likely to be overwhelmed by anxiety during memorization assessments.

Furthermore, the findings reveal that parental social support has a significant negative effect on anxiety in facing tahfiz examinations. This indicates that higher levels of support are associated with lower levels of anxiety among tahfiz students. Parental support functions as a protective factor that creates a sense of psychological security, enhances self-confidence, and helps students manage both academic and spiritual pressures. This finding is consistent with previous studies (Arumsari & Ariati, 2023; Wilda, 2024), which reported a negative relationship between social support and anxiety. However, in the context of tahfiz students, this relationship is more specific, as anxiety is not only related to academic pressure but also involves real-time memorization performance that demands both accuracy and fluency simultaneously.

On the other hand, resilience is found to have a significant negative effect on anxiety in facing tahfiz examinations. Students with higher levels of resilience are better able to manage pressure, regulate emotions, and maintain positive thinking when facing stressful situations. Conversely, students with lower resilience are more vulnerable to experiencing anxiety. This finding reinforces previous research (Dalmış, 2022; Sakti et al., 2023), which highlights resilience as a protective factor against psychological stress. However, in the context of tahfiz students, resilience extends beyond adaptive coping mechanisms, encompassing the ability to maintain emotional stability during memorization errors and to continue the recitation process without losing focus.

Moreover, this study confirms that resilience serves as a mediating variable in the relationship between parental social support and anxiety in facing tahfiz examinations. This indicates that parental support not only has a direct impact on reducing anxiety but also indirectly influences anxiety through strengthening students' internal capacity in the form of resilience. This finding supports previous studies (Yang et al., 2022; Dong et al., 2023), which suggest that resilience functions as a psychological mechanism linking social support to mental well-being. However, in the context of tahfiz students, this mechanism is more complex, as resilience involves not only psychological aspects, but also spiritual dimensions related to patience, inner calmness, and faith in facing memorization challenges.

From the perspective of Islamic education, these findings can be understood through the concept of inner tranquility (*ithmi'nan*). Al-Ghazali (2005) explains in *Ihya' 'Ulum al-Din* that inner peace is achieved when individuals are able to control anxiety and rely on Allah through trust (*tawakkul*) and positive thinking

(husnuzan). In this context, the resilience of tahfiz students is not solely shaped by psychological factors but also by spiritual strength that enables them to face examination pressure with greater calmness. Similarly, Ibn Qayyim al-Jawziyya (2003) in *Madarij al-Salikin* explains that anxiety arises when individuals lack a strong reliance on Allah, while tranquility is achieved through patience and trust in Him. This perspective suggests that resilience can be understood as an expression of inner strength that allows tahfiz students to remain emotionally stable despite the pressures of tahfiz examinations.

In addition, Ibn Khaldun (2004) in *Al-Muqaddimah* emphasizes the importance of social environments in shaping individual strength. Parental social support represents a key component of the social system that contributes to the development of character and resilience. In the context of tahfiz students, parental support functions not only as emotional assistance but also as a foundation that strengthens students' mental and spiritual readiness in facing tahfiz examinations.

Overall, the findings of this study indicate that parental social support and resilience are closely interconnected in reducing anxiety in facing tahfiz examinations among tahfiz students. Parental social support functions as an external factor that strengthens resilience, while resilience serves as an internal mechanism that enables students to manage pressure adaptively. These findings imply that efforts to reduce anxiety among tahfiz students should not rely solely on external support but must also involve the development of students' internal capacities. In the context of tahfiz learning, this integrated approach is essential, as students simultaneously face academic demands, memorization performance pressure, and spiritual challenges.

Conclusion

This study aims to examine the relationship between parental social support, resilience, and anxiety in facing tahfiz examinations among tahfiz students within the context of Islamic education. The findings reveal that parental social support has a significant effect in reducing anxiety, both directly and indirectly through resilience, which functions as a partial mediator. This indicates that students' psychological conditions are shaped by the interaction between external factors, such as family support, and internal capacities, particularly resilience, including the ability to manage pressure, regulate emotions, and remain composed during evaluative situations. In the context of tahfiz learning, which involves continuous memorization demands and performance-based assessments, parental support strengthens students' sense of security and confidence, while resilience enables them to remain patient (*ṣabr*), persistent, and

reliant on God (tawakkul) in facing challenges. Therefore, efforts to reduce anxiety among tahfiz students should be carried out through an integrative approach that combines strengthening parental social support and developing students' resilience, not only to support memorization achievement but also to enhance their spiritual, emotional, and psychological well-being.

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