



Students' self-efficacy in *learning PAI dan budi pekerti* at SMPN 7 Makassar

Ratika Nengsi¹, Syahrudin Usman², Andi Achruh³, & Erwin Hafid⁴

^{1,2,3,4}Alauddin State Islamic University Makassar

Correspondence Email: ratika.nengsi@umi.ac.id

ABSTRACT

This study aims to identify the self-efficacy and learning *PAI dan Budi pekerti* of the seventh-grade students at SMPN 07 Makassar. Self-efficacy is students' belief in their ability to complete tasks and solve problems in achieving the desired goals. The problem discussed in this study is students' self-efficacy in learning *PAI dan Budi pekerti*. This research is descriptive qualitative with a phenomenological approach that will deeply examine self-efficacy in learning. The results of research conducted through observation, in-depth interviews, and questionnaires show that students' self-efficacy in learning *PAI dan Budi pekerti* is low. The problems caused by the low efficacy experienced in learning *PAI dan Budi pekerti* are that not all of them come from *madrasah* and have low ability in reading and writing Al Qur'an. So that they do not understand learning optimally, the lack of learning hours for Islamic Religious Education and good morals is also caused by low learning motivation because they have weak self-efficacy, and there is still bullying behavior towards each student. The impact is low learning outcomes. Some factors that affect students' self-efficacy are educational background, low *BTQ* ability, parental attention, motivation, and environment.

Keywords: Self-efficacy; learning; *PAI dan budi pekerti*

1. INTRODUCTION

A learner is an individual who has potential, which, of course, requires guidance from a mentor, namely an educator. A learner consists of two aspects, namely physical and spiritual aspects. These two aspects are interrelated and have their dimensions of need. The physical aspect concerns what is in the physical (body) in the form of health, nutritious

food and drink, and rest. Meanwhile, the spiritual aspect is related to things that are not visible but are very important. This relates to spiritual and emotional factors such as affection, attention, and others. Even so, students are one of the things that determine the quality of an educational institution. The part of students who determine the quality of educational institutions is their learning outcomes. Learning is a process with complex things in it. The aspects of learning are increasing the amount of knowledge, ability, and production. There is an application related to knowledge, concluding meaning (meaning) and interpreting it by relating it to reality, which is also indicated by changes in him.

Meanwhile, Sri Anitah said that learning is a process in which learning will occur to see, create, observe, solve problems or problems, listen, and practice (Jeklin, 2016). Therefore, the learning process must be a place to develop students' potential. Internal and external factors influence student learning outcomes. Learning outcomes are abilities students possess due to learning actions and can be observed through learning performance (Jeklin, 2016). One of the things that influence the psychological factors of students is self-efficacy. Self-efficacy is a person's belief in his ability to solve problems and achieve the goals he wants to achieve. Self-efficacy should not be confused with judgments about the consequences that will result from what someone does or what is done.

In learning, students tend to encounter difficulties that lead to problems that build their confidence to do something that is not good, such as cheating, not doing assignments on time, or not even doing them, especially if there is a lack of attention and parental control over children's learning and their assignments at school. The process of self-development of students is closely related to the identification of various learning resources at school; these learning resources include school facilities and infrastructure, interactions with teachers, and interactions with peers can strengthen the process of developing self-efficacy.

Self-efficacy also influences parenting patterns for children; parental efficacy can predict parenting style, whether the style will overreact (discipline) or inattentive parenting style (the discipline that is less consistent and too liberal). In cognitive social theory, low self-efficacy will increase anxiety and avoidance behavior. Individuals will avoid activities that can make things worse. Threats do not cause this but because they feel they do not have the ability to manage risky aspects. Students at SMP Negeri 7 Makassar also experience the same problem. Based on interviews with Islamic Religious Education teachers, Mr. Karim, S.Pd.I. suggested some of the problems encountered in learning, including the causes of the low learning outcomes that are influenced by the low self-efficacy of students. Most students believe in their weak abilities in learning Islamic Religious Education and Character. Although from the whole class VII.1, there are still students who have good self-confidence and can solve problems in learning, completing

assignments given at school and assignments given to be homework, asking questions that are not understood. Based on this description, the problem in this study is the self-efficacy of Class VII1 students in learning Islamic Religious Education and Moral Character at SMP Negeri 7 Makassar.

2. METHODS

This research activity was carried out in the even semester of SMP Negeri 7 Makassar in class VII1 for the 2022/2023 academic year. This type of research is descriptive qualitative with a phenomenological approach. This research provides an objective description or description of a situation. Asep Saepul Hamdi (2014: 5) states that descriptive research is a method aimed at describing phenomena that are taking place at present or in the past. In descriptive research, children describe events or events with the stages of their development. The population is all the characteristics that are the object of research where these characteristics relate to all groups of people, phenomena, or objects of research concern. The subjects of the research were 34 students taken using random sampling. According to Sugiyono (2014: 20), a sample is part of a population that is believed to represent the characteristics of the population as a whole. If the population is large and the researcher cannot study everything in the population, then a sampling technique will be used to represent it. The variables in this study are self-efficacy and learning outcomes. The dimensions in the self-efficacy variable are strength, level, and generality. Data collection techniques used were interviews, documentation, and questionnaires as a tool for measuring self-efficacy in students.

3. RESULTS AND DISCUSSION

In this section, the author describes the results of the research. Implementing learning *PAI dan Budi pekerti* in class VII1 at SMP Negeri 7 Makassar follows the K-13 curriculum while maximizing the *Kurikulum Merdeka* preparation. SMPN 7 Makassar is a Batch 1 Mobilization School led by Mr. Muhammad Nasir, S.Pd., M.Pd., with the vision and mission of the institution that has been formulated; of course, it becomes the goal of implementing education. It emphasized to educators and education staff at SMPN 7 Makassar creativity and innovation, professionalism, initiative, upholding justice, and selflessness. The total number of students in class VII1 is 102, with 11 classes.

Furthermore, based on the research results on problems that examine the self-efficacy of students in class VII1 in learning *PAI dan Budi pekerti*, it shows that students have weak self-efficacy in learning *PAI dan Budi pekerti*. 3 dimensions of self-efficacy will be discussed in this study as follows:

a. Level Dimension

Bandura in Gufron and Risnawita (2016: 80) suggests that level dimension is related to individual difficulties when they can do so. When individuals face tasks that they think are difficult, students' self-efficacy may be limited to manageable tasks. This dimension has implications for the choice of behavior to be avoided. Students will try what they can do and avoid something beyond their perceived ability's limits. There are 6 things that are made into statement items, which will be described in the table below:

Table 1
Level Dimension

No.	Pernyataan	Frekwensi	Persentase %
1.	I am able to solve the learning problems of Islamic Religious Education and Moral Education that I have not yet encountered	12	35
2.	I have a different way to solve each of the Islamic Religious Education and Moral Education questions given	10	29
3.	I feel lazy to work on difficult Islamic Religious Education and Moral Questions	23	68
4.	I give up easily when working on difficult questions	19	56
5.	I feel burdened with many tasks	25	74
6.	I became pessimistic when I got bad Islamic Religious Education scores.	17	50

Level dimension questionnaire distribution

b. Strength

This dimension is related to the strength of belief, which refers to the expectations of students with what they have. Weak hopes easily waver and vice versa. Steady expectations encourage individuals to persist in their efforts. However, it may be found to be a less supportive experience. This dimension is usually directly related to the level dimension; the higher the task's difficulty level, the weaker the perceived confidence to complete it. Below is the distribution of the questionnaire distribution on the strength dimension.

Table 2
Strength Dimention

No.	Pernyataan	Frekwensi	Persentase %
1.	I have good skills in Islamic Religious Education and Moral Education	16	47
2.	I enthusiastically worked on the questions of Islamic Religious Education and Moral Education by remembering the results of the previous test	12	35
3.	With the abilities that I have, I am sure that I will get good grades on report cards.	26	76
4.	I am able to complete every task well	21	61
5.	Anything about Islamic Religious Education and Character that is given, I am ready to do it	11	32
6.	When I can't do the problem, I choose to copy a friend's work	19	56
7.	I can't think positively when facing a problem	28	82
8.	I like to read the book on Religious and Moral Education to get new information	11	32
9.	I am happy when the lessons of Islamic Religious Education and Character are empty and there are no assignments	31	91
10.	I try to understand every material or task that is considered difficult	17	50

The distribution of the Strength dimension questionnaire

c. Generality Dimension

Table 3
Generality Dimension

No.	Pernyataan	Frekwensi	Persentase %
1.	I am one of those who persevere in the face of learning difficulties.	8	24
2.	I believe there is a solution to every problem	18	53
3.	I am sure that I will get good results when I follow each learning process well	27	79
4.	I promise to do my best in completing the task.	32	94
5.	I will do the assignment when the assignment is collected	19	56

Table 3 displays dimensions of students' self-efficacy in learning *PAI and Budi pekerti*; it appears that students have low self-efficacy levels. This cannot be separated from several influencing factors. The information is based on interviews with religious

teachers and the vice principal. Data show that factors that cause students' weak self-efficacy in learning *PAI and Budi pekerti* are:

- a. Weak understanding of Islamic religious education in reading and writing the Qur'an
- b. Lack of student motivation
- c. Lack of interest in learning
- d. Weak parental control and attention
- e. Lack of self-confidence
- f. Social environment
- g. Acceptance of students is no longer standard because of the PPDB policy.

Meanwhile, low self-efficacy has some negative impacts on students learning, such as not focusing on learning. Hence, they are busy with other activities, disturbing their friends, going in and out of class, and not even going to class to study.

CONCLUSION

Self-efficacy of students in learning *PAI dan Budi pekerti* is categorized as low or weak category. Self-efficacy greatly determines learning outcomes and achievement. Factors cause the low self-efficacy of students in 2 aspects, namely internal and external. Therefore, more efforts are needed for school officials and parents to overcome the problem of low self-efficacy in students in *PAI dan Budi pekerti*.

REFERENCES

- A Amalia Grace, Noelaka, Amos. (2017). *Foundation of Education: Basic Introduction, Self Towards Life Change*. Bandung: prenada media group.
- Adam, Monika. (2020). *The role of self-efficacy and learning motivation in improving student learning outcomes in vocational high schools (The role of self-efficacy and learning motivation of students in improving student's learning outcomes at vocational high school)*, Office Management Education Study Program, Faculty of Economics and Business Education.
- Arikunto, Suharsimi. (2003). *Research Procedures: A Practice Approach*. Jakarta: PT. Rineka Cipta.
- Bandura, A. (1994). *Self-efficacy*. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Bandura, A. *Self-efficacy*. (<http://www.altavista.com/self-efficacy2002>). Djamarah, Saiful. 2011. *Educational Psychology*. Jakarta: PT Rineka Cipta. Ghufron, M.N. and Rini

- R.S. 2016. Self-Efficacy and Learning Outcomes of Mathematics. *Journal of Mathematics and Pem*
- Desmita, Student Development Psychology, Youth Rosdakarya: Bandung. 2014.
- Djamarah, Saiful. 2011. Educational Psychology. Jakarta: PT Rineka Cipta.
- Ghufron, M.N. and Rini R.S. 2016. Self-Efficacy and Learning Outcomes of Mathematics. *Journal of Mathematics and Learning*. Vol. 21, No. 1, p. 20-30 (Accessed 12 December 2018).
- Feist. 2011. Theories of Personality. Yogyakarta: Student Libraries.
- Schustack, 2008. Classical Theory of Personality and Modern Research. Jakarta: Erlangga.
- Anggara, Fery, Yusuf, Muri, A. and Marjohan, 2016. The Effectiveness of Group Guidance Services with Modeling in Improving Students' Self-Efficacy in Facing Exams. *Counselor*, 5(1):43.