



# THE EFFECT OF SELF-EFFICACY AND SELF-REGULATION ON ISLAMIC EDUCATION LEARNING OUTCOMES OF STUDENTS SENIOR HIGH SCHOOLS IN EAST SINJAI

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## ABSTRACT

The learning outcomes of Islamic religious education in problematic students were obtained after observing that it was caused by self-efficacy and self-regulation that needed to be improved, so this study aims to determine whether there is an effect of self-efficacy and self-regulation together on the Learning Outcomes of Islamic Religious Education in Students at Senior High School in East Sinjai District. This type of research is ex post facto research using a quantitative approach. The population amounted to 240 students, who were sampled with random sampling research techniques, so 152 students were chosen as the respondents. The instruments used were questionnaires and documentation so that data were analyzed using descriptive and inferential statistics. The results of this study led to conclusions: The reality of self-efficacy, self-regulation and learning outcomes of students in Senior High School in East Sinjai District is included in the moderate category with figures of 68%, 58%, and 66%. Self-efficacy affects Islamic religious education learning outcomes by 28.8%. Meanwhile, self-regulation affects Islamic religious education learning outcomes by 68.4%. Self-efficacy and self-regulation have a significant correlation coefficient with a figure of 62.9% and an effect of 39.6%. Then self-efficacy and self-regulation together affect the learning outcomes of Islamic religious education in students at Senior High School in the East Sinjai sub-district with an effective contribution or Adjusted R Square = 0.681, which means that self-efficacy and self-regulation together affect the learning outcomes of Islamic Education in students at Senior High School in East Sinjai sub-district by 68.1%.

**Keywords:** Self-Efficacy; self-regulation; learning outcomes

## 1. INTRODUCTION

Education is essentially a conscious and planned effort made by adult humans to students who are directed in the learning process as a transfer of knowledge, not only in the form of a learning process but also can be obtained from the process of habituation and exemplary. We must realize that the implementation of education in Indonesia still places educators as the main source of knowledge. In this era of rapidly developing globalization, education is expected to improve the quality of Human Resources (HR) in order to achieve the goals of National Education in Indonesia, as affirmed in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter II Article 3, namely: National Education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

One important aspect that becomes a benchmark in achieving educational goals can be seen from learning outcomes, one of the standards for assessing one's abilities. Learning outcomes are often used as a measure to determine how far a person has mastered the material that has been taught. Some factors that influence learning outcomes are internal factors and external factors. Internal factors include attitude towards learning, motivation to learn, concentration on learning, processing learning materials, storing the acquisition of learning outcomes, exploring stored learning outcomes, achievement ability, self-confidence, intelligence and learning success, learning habits and students' aspirations. External factors include teachers as coaches for students in learning, learning facilities and facilities, assessment policies, the school's social environment and curriculum. If all of these factors can be realized, students' learning outcomes will likely increase. Conversely, if some of these factors, especially internal factors, are problematic, they will impact reducing student learning outcomes.

Based on the results of observations made by researchers at Senior High School in East Sinjai District, it was found that the learning outcomes of Islamic Religious Education of students were still low, this was evidenced by the fact that approximately 30% of students still obtained scores below the minimum completeness criteria. After conducting interviews with students and one of the Islamic education teachers in each school, Mrs. Diaul Khaerat, Islamic education teacher at senior high school 3 Sinjai and Mrs. Nurmaiswati, Islamic education teacher at Senior high school 10 Sinjai.

It turns out that the low learning outcomes of students are thought to be caused by several factors that influence it, especially in class X, where students who have just stepped into high school must begin to adapt to a new environment including a higher level of

learning so that students feel less able to master it. Not only that, there are still many students who have low self-confidence in their abilities where students are still shy in expressing their opinions and not daring to ask questions when there is material that is not understood. The problems above prove that some students still have low self-efficacy so that it has an impact on their learning outcomes. Another factor that causes low student learning outcomes is that it is also found that some students tend to be unable to organize or manage themselves in the learning environment properly, so that when given assignments students often just ignore and do not do homework (homework). Even when the teacher reviews past material some students are just silent, this indicates that students do not repeat material or do not study at home. This indicates that there is still low self-regulation possessed by students where these students do not have a learning strategy and do not self-observe in their learning, it has an impact on the learning outcomes they get.

Therefore, seeing the gap between these students, the researcher wants to research the reality of students related to self-efficacy and self-regulation which affects the learning outcomes of Islamic Religious Education. Based on this background, the author is encouraged to conduct a research study related to the influence of self-efficacy and self-regulation on Islamic Education learning outcomes in students at Senior High School in East Sinjai District.

## **2. METHODS**

The type of research used in this research is ex-post facto research with a quantitative approach using a correlational study. The research design model is a double paradigm with two independent variables and one dependent variable. The research location is located in 2 schools, namely at senior high school in East Sinjai District, this school is located on Jl. Karaeng Badong No.7, Desa Kampala , East Sinjai District, Kab. Sinjai, South Sulawesi and senior high school 10 Sinjai which is located on Jl. Andi Akbar Mangarabombang, Samataring, East Sinjai District, Kab. Sinjai, South Sulawesi.

The population determined in this study were all grade X students in East Sinjai sub-district, totaling 240 students. The sampling technique in this study uses proportional cluster random sampling (area sampling) this technique is used to determine the sample because the data source to be studied is very broad. So that the total number of samples is 152 students.

The data collection methods used in this study are questionnaires and documentation. The research instrument is used to measure the value of the variables studied. The instruments used were self-efficacy questionnaires and self-regulation

questionnaires. The data analysis techniques in this study used quantitative descriptive statistical analysis techniques and inferential statistical analysis.

### 3. RESULTS AND DISCUSSION

#### *Reality of Self-Efficacy of Student in State Senior High Schools in East Sinjai District*

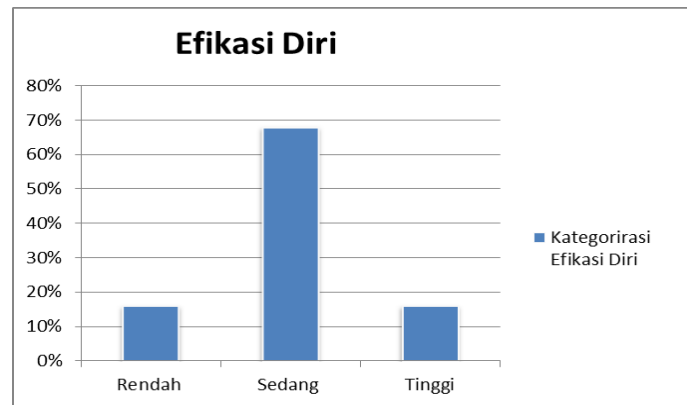


Figure 1. Self-efficacy

Based on research on self-efficacy through distributed questionnaires, the self-efficacy of students in state high schools in the East Sinjai District by taking a sample of 152 students where the self-efficacy of students in state high schools in the East Sinjai District can be seen from several things, namely:

- a. Aspects of Level. The level aspect is associated with the level of difficulty when the individual feels able to do it. This aspect has implications for selecting behavior that he feels capable of doing and avoiding behavior that is beyond the limits of his perceived ability.
- b. Aspects of Strength. The strength aspect relates to the level of strength of individual beliefs or expectations regarding their abilities.
- c. Aspects of Generalization (Geneality). The generalization aspect relates to the broad field of behavior in which individuals feel confident in their abilities.

### *Self-Efficacy Categorization Diagram*

Based on the categorization results, the percentage of students' self-efficacy was obtained, 25 students or 16% had low self-efficacy, 103 students or 68% had moderate self-efficacy and the remaining 24 students or 16% had high self-efficacy. This shows that the majority of self-efficacy scores on the subjects of this study are included in the moderate category.

### *Reality of Self-Regulation of Students in Senior High School in East Sinjai District*

Based on research on student self-regulation which was distributed through a questionnaire by taking a sample of 152 students where self-regulation of students in State Senior High Schools in the East Sinjai District can be seen from several things:

- Aspects of self (personal), in this aspect students are able to organize, transform, design and plan learning goals.
- Aspects of learning behavior, in the learning behavior of a learner is expected to be able to do self-evaluation and consequences.
- Aspects of the learning environment, in this aspect students are able to accumulate the environment around them to support their learning activities and processes.

### *Self-Regulation Categorization Diagram*

Based on the results of the categorization, the percentage of student regulation was obtained, namely 40 students or 26% had low self-regulation, 88 students or 58% had moderate self-regulation and the remaining 24 students or 16% had high self-regulation. This shows that the majority of self-regulation scores in this research subject are included in the moderate category.

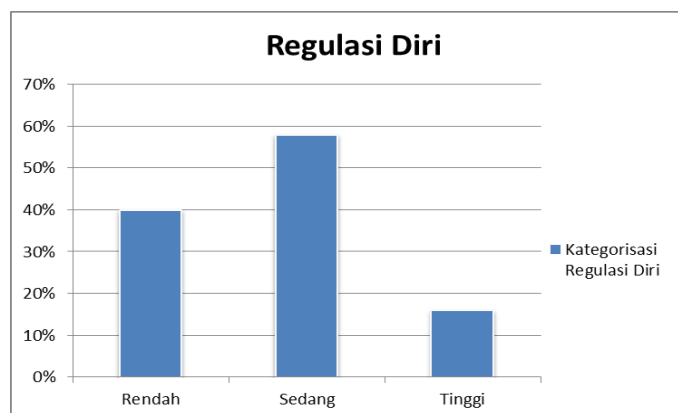


Figure 2. Self-regulation

### *The Reality of Islamic Education Learning Outcomes in Students at Senior High School in East Sinjai District*

Based on research on student learning outcomes obtained through data collection in the form of documents by taking a sample of 152 students, the learning outcomes of students in State Senior High Schools in the East Sinjai District can be seen from the results of the final semester exams.

#### *Learning Outcome Categorization Diagram*

Based on the categorization results, it was obtained that the percentage of Islamic education learning outcomes for students was 26% had low learning outcomes, 101% had moderate learning outcomes and 16% were in the high category. So it can be concluded that the learning outcomes scores of students in public high schools in East Sinjai District are mostly in the medium category.

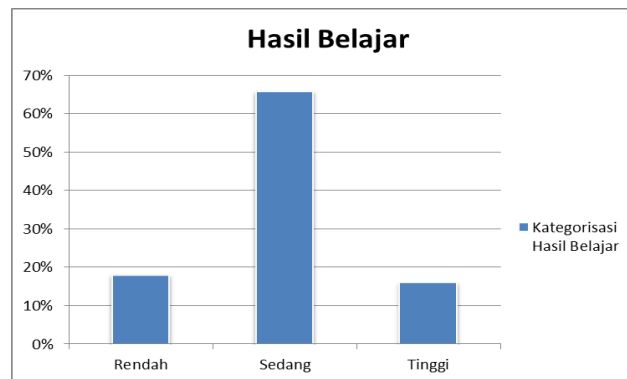


Figure 3. Learning outcomes

### *The Effect of Self-Efficacy on Islamic Education Learning Outcomes in Students at Senior High School in East Sinjai District*

Based on the results of the research and the results of data analysis, it shows that there is an effect of self-efficacy on the learning outcomes of Islamic education in students in public high schools in East Sinjai District. In line with the research conducted by Lasmita Sihalo et al, in her research entitled "The Influence of Self-Efficacy on Economic Learning Outcomes in Class XI IPS Participants in Public High Schools in the City of Bandung". The results of his research show that self-efficacy has a positive and significant effect on student learning outcomes. This previous research strengthens the results of research that self-efficacy variables have an influence on learning outcomes variables.

Table 1. Significant Correlation Coefficient Self-Efficacy and Learning Outcomes

<b>Model Summary<sup>b</sup></b>						
Model	R	R Square	Adjusted R Square	Change Statistics		
				R Square Change	F Change	
					Sig. F Change	
1	.537 <sup>a</sup>	.288	.283	.288	60.746	.000
a. Predictors: (Constant), Efikasi Diri						
b. Dependent Variable: Hasil Belajar						

Based on data analysis, it was found that the effective contribution was 28.8% while the remaining 72.2% was influenced by other factors not included in this study. The results of this study also indicate that the higher the self-efficacy of students, the better the learning outcomes of Islamic education for students.

Bandura's theory strengthens the effect of self-efficacy on learning outcomes. Individuals with high self-efficacy will perform better because students will have strong motivation, clear goals, stable emotions and the ability to perform activities and behaviors in study. The level of self-efficacy a learner possesses will affect every activity carried out. Students with a high level of self-efficacy are more likely to be diligent in mastering learning than students with a low level of self-efficacy so that it impacts their learning outcomes.

Based on the results of the study, it shows that there is an influence between self-efficacy on the learning outcomes of Islamic education in students and shows a pattern of positive influence, so to improve the learning outcomes of Islamic education for students in public high schools in the East Sinjai District, one of the factors that needs to be considered is the self-efficacy of students.

#### *The Effect of Self-Regulation on Islamic Education Learning Outcomes in Students at Senior High School in East Sinjai District*

Based on the results of the research and the results of data analysis, it shows that self-regulation influences the learning outcomes of Islamic education in students in senior high schools throughout the East Sinjai District. Strengthened by research conducted by Devi Dirganti entitled "The Influence of Self-Regulated Learning (SRL) on the Learning Outcomes of Class X Students in the Subject of Economics at State Senior High School 1 Kampar Timur". The results of the study show that self-regulated learning (SRL) has a significant effect on student learning outcomes. This previous research strengthens the results of research that self-regulation influences learning outcomes.

Table 2. Significant Correlation Coefficient Self-Regulation and Learning Outcomes

<b>Model Summary<sup>b</sup></b>						
Model	R	R Square	Adjusted Square	Change Statistics		
				R Square Change	F Change	Sig. F Change
1	.827 <sup>a</sup>	.684	.682	.684	325.184	.000

a. Predictors: (Constant), Regulasi Diri  
b. Dependent Variable: Hasil Belajar

Based on the data analysis, it was obtained that the effective contribution was 68.4% while the remaining 31.6% of Islamic education learning outcomes for students in senior high schools throughout the East Sinjai District were influenced by other factors not included in this study. This means that the higher the self-regulation, the higher the learning outcomes of Islamic education for students.

The research results obtained are consistent with the theory put forward by Zimmerman that students are said to have self-regulation in learning if they have an active role in directing themselves, instructing themselves, and self-evaluating in learning to achieve their goals.

Based on the results of the study, it shows that there is an influence of self-regulation on the learning outcomes of Islamic education in students and shows a pattern of positive influence, so to improve the learning outcomes of Islamic education for students in senior high schools in the East Sinjai District, one of the factors that needs to be considered is self-regulation in students.

#### *The Effect of Self-Efficacy and Self-Regulation on Students in Senior High School in East Sinjai District*

Based on the results of the research and the data analysis, it shows an influence between self-efficacy and self-regulation in students in senior high schools in East Sinjai District. The results of data analysis showed that the correlation coefficient between self-efficacy and self-regulation was significant with a figure of 62.9%. The effective contribution obtained was 39.6% while the remaining 60.4% was influenced by other factors not included in this study.

The existence of an influence between self-efficacy and self-regulation is also corroborated by the results of research conducted by Deta Hikmalia Efendi et al, in her research entitled "The Relationship between Self-Efficacy and Self-Regulation in Learning in Students of the Faculty of Medicine, University of Malahayati". The results of his research show that there is a significant relationship between self-efficacy and self-regulation in learning.



Based on the results of the study, it shows that there is an influence between self-efficacy and self-regulation in students and shows a pattern of positive influence, so the two internal aspects of students who are interconnected need to be improved to improve learning outcomes in Islamic education for students in senior high schools. - East Sinjai District.

*The Effect of Self-Efficacy and Self-Regulation on Islamic Education Learning Outcomes of Students in Senior High School in East Sinjai District*

Based on the results of the research and the data analysis, it shows that self-efficacy and self-regulation influence the learning outcomes of Islamic education in students in senior high schools throughout East Sinjai District. This research is corroborated by research conducted by Aflan Rustam and Dewi Sri entitled "The Influence of Self-Efficacy and Self-Regulation on Mathematics Learning Outcomes in Class X High School Alkhairaat 1 Palu". The results of the research showed that self-efficacy and self-regulation affected mathematics learning outcomes of 58.5%. This previous research strengthens the results of research that self-efficacy and self-regulation have an influence on learning outcomes.

Table 3. Significant Correlation Coefficient Self-Efficacy and Self-Regulation to Learning Outcomes

Model Summary <sup>b</sup>								
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Change Statistics			
					R Change	Square F Change	F Change	Sig. F Change
1	.828 <sup>a</sup>	.685	.681	5.517	.685	161.849		.000

a. Predictors: (Constant), Regulasi Diri, Efikasi Diri  
b. Dependent Variable: Hasil Belajar

Based on the data analysis, it was obtained that the effective contribution was 68.5% while the remaining 31.5% of Islamic education learning outcomes for students in senior high schools throughout East Sinjai District were influenced by other factors not included in this study. This means that the higher the self-efficacy and self-regulation, the higher the learning outcomes of Islamic education for students.

Then the theory put forward by Bandura reveals that individuals who have high self-efficacy will achieve a better performance because these individuals have strong motivation, clear goals, stable emotions and the ability to perform activities or behaviors successfully. As with self-regulation, self-regulation is the ability or ability of a person, in

this case, students to manage themselves, feelings, behavior and the learning environment and will evaluate and monitor their learning activities. This self-regulation will help students to support activities in their learning. Self-regulation has a big influence on learning outcomes, because if there is no good self-regulation in learning, students will have difficulty managing learning so that it will affect their learning outcomes. Therefore, self-efficacy and self-regulation both have a real influence on the learning outcomes of Islamic education.

Based on the results of the study, it shows that there is an influence between self-efficacy and self-regulation on the learning outcomes of Islamic education in students and shows positive patterns of influence, so that for the sake of increasing the learning outcomes of Islamic education in students in senior high schools in East Sinjai District, several factors are What needs to be considered is self-efficacy and self-regulation of students.

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