



Student Interest in Learning the SKI Course Material: How is it Related to Self-Confidence among PAI Students?

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Article Info	Abstract
Article History Received: 2024-11-11 Revised: 2024-12-23 Published: 2025-01-03	<p>This research aims to examine the relationship between <i>self-confidence</i> and interest in learning in the 5th semester of Islamic Religious Education (PAI) students at Raden Intan Lampung State Islamic University in the History of Islamic Culture course for the 2024/2025 academic year. This research uses a quantitative approach with <i>ex-post facto</i> methods. The research sample consisted of 81 students selected using <i>simple random sampling</i> techniques from a population of 414 students. Data collection was carried out using a <i>Likert</i> scale questionnaire, which had been tested for validity and reliability. Data analysis was carried out using IBM SPSS Statistics 23, including normality, homogeneity, linearity, heteroscedasticity tests, as well as hypothesis tests (t test, F test, and coefficient of determination). The research results show that <i>self-confidence</i> has a significant and linear relationship with interest in learning, with a significance value in the F test of 0.261 and in the t test of 0.000. The coefficient of determination shows that <i>self-confidence</i> influences interest in learning by 10.7%, while the rest is influenced by other factors. This research confirms the importance of <i>self-confidence</i> in increasing students' interest in learning. Lecturers are advised to use learning methods that support the development of <i>self-confidence</i>, such as interactive discussions and guidance programs that motivate active involvement in learning.</p>
Keywords: <i>Self-confidence;</i> <i>Interest in Learning;</i> <i>History of Islamic Culture;</i> <i>Higher Education;</i> <i>Ex-post facto Research.</i>	

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-11-11 Direvisi: 2024-12-23 Dipublikasi: 2025-01-03	<p>Penelitian ini bertujuan untuk mengkaji hubungan antara kepercayaan diri (<i>self-confidence</i>) dan minat belajar mahasiswa Program Studi Pendidikan Agama Islam (PAI) semester 5 Universitas Islam Negeri Raden Intan Lampung pada mata kuliah Sejarah Kebudayaan Islam tahun ajaran 2024/2025. Penelitian ini menggunakan pendekatan kuantitatif dengan metode <i>ex-post facto</i>. Sampel penelitian terdiri dari 81 mahasiswa yang dipilih menggunakan teknik <i>simple random sampling</i> dari populasi sebanyak 414 mahasiswa. Pengumpulan data dilakukan menggunakan angket berskala <i>Likert</i>, yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan menggunakan IBM SPSS Statistik 23, meliputi uji normalitas, homogenitas, linearitas, heteroskedastisitas, serta uji hipotesis (uji t, uji F, dan koefisien determinasi). Hasil penelitian menunjukkan bahwa kepercayaan diri memiliki hubungan yang signifikan dan linear dengan minat belajar, dengan nilai signifikansi pada uji F sebesar 0,711 dan pada uji t sebesar 0,003. Koefisien determinasi menunjukkan bahwa kepercayaan diri memengaruhi minat belajar sebesar 10,7%, sementara sisanya dipengaruhi oleh faktor lain. Penelitian ini menegaskan pentingnya kepercayaan diri dalam meningkatkan minat belajar mahasiswa. Dosen disarankan untuk menggunakan metode pembelajaran yang mendukung pengembangan kepercayaan diri, seperti diskusi interaktif dan program bimbingan yang memotivasi keterlibatan aktif dalam pembelajaran.</p>
Kata kunci: <i>Percaya Diri;</i> <i>Minat Belajar;</i> <i>Sejarah Kebudayaan Islam;</i> <i>Pendidikan Tinggi;</i> <i>Penelitian Ex-post facto.</i>	

I. INTRODUCTION

Learning is a process in which students interact with teachers and various learning resources within an educational environment (Narma 2023). This process represents the teacher's efforts to help students acquire knowledge and understanding, master skills, and develop attitudes and beliefs (Ubabuddin, 2021). The learning process is a crucial activity that enables students to learn effectively and develop their potential (Sihombing 2024). In other words,

learning is the tangible implementation or realization of the curriculum as a written document in schools or classrooms.

In Article 1, Paragraph 20 of Law No. 20 of 2003 on the National Education System, it is stated that learning is an active interaction between teachers who teach and students who learn (Dewi & Nur, 2020). This learning process is a system that involves various interconnected components working together to achieve desired outcomes aligned with predetermined goals

(Karimi & Saadatmand, 2014; Nurpahmi 2022). During the learning process, students require an environment that encourages them to showcase their full potential. Lecture materials can be well understood if this potential develops into learning awareness (Lisnawati 2022; Nadia Riski Lestari, 2020; Zulkifli & Setiawan, 2020).

One of the factors influencing the quality is the selection of the learning model used during the teaching and learning process in the classroom (Nurhuda 2020). Therefore, in learning activities, lecturers or educators need to apply creative and innovative methods to attract students' interest, which in turn can help achieve the desired learning outcomes. (Hasanati* & Purwaningsih, 2021). Learning interest is the motivation one possesses to engage in learning activities (Halim 2022; Setiana 2021). According to Feron and Schils, interest in the teaching and learning process is a significant factor influencing academic achievement (Nasir 2023). For university students, having an interest in learning is crucial, as those with a high level of learning interest tend to achieve good academic results. Conversely, students with low learning interest are likely to perform poorly (Nofita 2021; Wahdi 2024). The subject of Islamic Cultural History (SKI), which falls under historical studies, is often perceived by students as similar to history lessons in high school (Aliyah or SMA) (Suhartini, 2018).

Generally, they share similar experiences in learning history. They perceive history lessons as boring, uninteresting, focused solely on memorizing materials deemed meaningless and unchallenging (Mazrur, 2023). Learning interest can be defined as an individual's attraction and enthusiasm toward the learning process, which influences their participation and academic achievement (Putri 2022). When someone learns driven by their own motivation without external pressure, it indicates a high level of learning interest (Bekti & Sugiarti, 2021; Rahmawati 2021). One of the factors influencing an individual's interest or willingness to engage in an activity is *self-confidence*.

Self-confidence is a person's belief in their abilities and skills to handle various situations effectively (Pisitwanichakul 2023; Salainti, 2024; Setiawan & Sulhan, 2021). This self-confidence is considered one of the main factors that influence and regulate daily behavior (Allo & Priawan, 2019; Oktary 2019). Research shows that self-confidence impacts a person's life in various ways, both positively and negatively

(Pisitwanichakul 2023). In other words, individuals with high self-confidence tend to perform better in learning, interact more smoothly in social situations, take risks more courageously, and achieve better outcomes. However, misconceptions often lead individuals to lose their *self-confidence*. (Lar1 & Maulina2, 2021; Permatasari & Volya, 2024; Wiriawan, 2023).

One of the identified issues in the Islamic Education Study Program at UIN Raden Intan Lampung is the low interest of students in attending Islamic Cultural History courses. In most cases, based on the results of preliminary research conducted through surveys/questionnaires, students expressed a lack of interest in studying this subject in depth, as they believe it does not align with their career needs. This is further exacerbated by teaching methods that are often monotonous and teacher-centered, leading to boredom and disinterest among students. This makes it more challenging for students to comprehend and appreciate the importance of Islamic history in both academic and non-academic contexts. Some of the identified problems include: (1) students' lack of confidence during the learning process, both in asking and answering questions, (2) low student participation in classroom learning activities, (3) many students are hesitant to express their opinions during discussions, especially when disagreements arise, and (4) a lack of interest in lecture-based teaching methods.



Figure 1.

The Recapitulation of Pre-Research Results on the Learning Interest of PAI Students at UIN Raden Intan Lampung shows that a significant portion of students still exhibit low learning interest, particularly in the SKI (Islamic Cultural History) course. Their learning interest has not met the established criteria, especially in terms of enjoyment and student engagement, which are only at 31% and 33%, respectively.



Figure 2.

The Recapitulation of Pre-Research Results on the Self-Confidence of PAI Students at UIN Raden Intan Lampung shows that a significant portion of students still exhibit low self-confidence, particularly in the subject of SKI learning materials. This is evident in their failure to meet self-confidence criteria, especially in acting independently when making decisions (33%) and maintaining a positive self-concept (34%).

Based on field data, the lack of interest and relatively low self-confidence levels among students may be caused by several factors, such as the insufficient participation of students in classroom learning (Akbari & Sahibzada, 2020; Safitri & Sutiarsa, 2023; Uyun 2022), which creates barriers that could lead students to feel less confident during learning activities, whether when expressing their opinions in discussions or when there are differences of opinion with peers (Febriyani 2020; Jannah 2024; Komang 2021; Nurmalasari 2023). Previous studies have shown that self-confidence has a positive impact on various academic achievements, (Masfufah 2020), (Malureanu 2021), & (Gitatenia & Lasmawan, 2022). *Self-confidence*, or belief in one's own abilities, has been proven to positively influence academic performance (Situmeang, 2021). Although many existing studies have analyzed the realization of students' self-confidence levels and their implementation, there has been limited research exploring how self-confidence levels affect students' learning interest in depth.

In future research, it is expected to further explore the relationship between self-confidence and students' learning interest. This study could include efforts to examine how students' levels of self-confidence influence their interest in participating in the learning process. Additionally, the research may investigate whether there are differences in the relationship between self-confidence and learning interest, particularly in cases where a lack of interest in learning is present. Thus, future research will provide a better understanding of how self-confidence levels affect students' interest in learning.

It is hoped that this research can enhance the existing knowledge regarding students' self-confidence levels in the learning process, particularly concerning the factors that influence students' learning interest in the SKI course. Thus, this study not only emphasizes the importance of students having self-confidence in their interest to learn, but also holds the potential to shape more relevant and effective learning practices for the future of education.

II. METHOD

This study aims to examine the relationship between *self-confidence* and *learning interest* among fifth-semester students of the PAI Study Program (odd semester) for the 2024/2025 academic year at Raden Intan State Islamic University of Lampung in the SKI course. The research employs a quantitative approach with an ex-post facto research design. The population for this study consists of all students from the 22nd cohort of the PAI program at UIN Raden Intan Lampung, totaling 414 students. A sample of 81 students was selected using simple random sampling. The data collection method employed a non-test instrument in the form of a Likert-scale questionnaire, which was then tested for validity and reliability. Of the 32 items in the questionnaire, 16 valid items were identified for use in the study.

Next, prerequisite tests were conducted, including normality tests, homogeneity tests, and linearity tests, as well as hypothesis tests such as heteroscedasticity tests, t-tests, f-tests, and coefficient of determination tests, to determine if there is a correlation between variable X and variable Y. The data analysis in this study was conducted using the IBM SPSS Statistics 23 application. This application was chosen because it meets the needs and offers ease of use. The data analysis in this study began with descriptive statistics, data quality tests, classical assumption tests, and hypothesis testing using regression analysis.

III. RESULT AND DISCUSSION

A. Result

1. Normality test

Normality testing is a test used to determine whether the data that has been collected follows a normal distribution or not. The data is considered to be normally distributed if the significance value is greater than 0.05. The description of the normality test results for self-confidence

and learning interest of students in Islamic Religious Education is shown in Figure 3.

Figure 3. Description of the normality results for Self-confidence and learning interest of students in Islamic Religious Education.

Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Data 1.00	.083	81	.200 [*]	.986	81	.505
2.00	.088	81	.183	.957	81	.008

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

a. Lilliefors Significance Correction

Figure 3.

Based on the table above, the Sig. values obtained are 0.505 and 0.008, which leads to the conclusion that the data is normally distributed for the self-confidence variable (x) and not normally distributed for the learning interest variable (y). Therefore, the Mann-Whitney test will be conducted for the non-normal data. The normality test was obtained from the Shapiro-Wilk test, with a significance value greater than 0.05.

Test Statistics^a

	Data
Mann-Whitney U	1060.000
Wilcoxon W	4381.000
Z	-7.450
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Kelompok

Figure 4.

Based on Figure 4, the data that is not normally distributed underwent a Mann-Whitney test for the data from the learning interest variable (y), with a significance value of less than 0.05.

2. Homogeneity test

Homogeneity testing is used to determine whether the variances of the data distribution are the same (homogeneous) or not (heterogeneous). The data is considered homogeneous if the significance is greater than 0.05. Figure 5. Description of the results of the Homogeneity Test for self-confidence and learning interest of Islamic Education students.

Test of Homogeneity of Variances

Data			
Levene Statistic	df1	df2	Sig.
.018	1	160	.893

Figure 5.

Description of the Homogeneity test results for self-confidence and learning interest among students of Islamic Education. Based on the figure, the homogeneity test results showed a significance value > 0.05, indicating that the data on self-confidence and learning interest among Islamic Education students are homogeneous. This is evidenced by the significance value (2-tailed) of 0.893, which is greater than 0.05

3. Simultaneous sera hypothesis test (F test)

This F-test is used to identify whether there is a simultaneous effect of the independent variables on the dependent variable.

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Model	Between Groups (Corrected)	442.110	10	44.211	1.238	.281
	Linearity	162.143	1	162.143	9.058	.004
	Deviation from Linearity	280.967	9	31.219	1.111	.331
	Within Groups	1247.240	62	20.117		
	Total	1689.350	72			

Figure 6.

Based on the significance value (Sig.) from the tested output, the Deviation from Linearity Sig value is 0.261, which is greater than 0.05. Therefore, it can be concluded that there is a significantly linear relationship between the Self-Confidence (X) variable and the Learning Interest (Y) variable.

4. Simple Independent T Test

The independent sample t-test in this study was used to test the final ability of the sample.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Correlations		
		B	Std. Error	Beta	Sig.	Zero-order	Partial	Part
1	(Constant)	24.070	2.880		.000			
	Self-confidence	.324	.185	.328	.003	.328	.328	.328

a. Dependent Variable: Mindfulness

Figure 7.

Based on the tested output, it is known that the significance value (Sig.) of 0.000 is smaller than the probability of 0.05, so it

can be concluded that H0 is rejected and Ha is accepted, which means that 'There is an effect of self-confidence (X) on students' learning interest (Y)'.

5. Heteroscedasticity test

Heteroscedasticity testing is an examination conducted to determine whether there is inequality in the variance or residuals from one observation to another.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	4.383	1.777		2.455	.016			
	Self-confidence	.039	.067	.366	-.584	.561	-.856	-.856	-.856

a. Dependent Variable: ABR_Res

Figure 8.

Based on the results of the data testing above, the significance value (Sig.) for the self-confidence (x) variable is 0.016. Therefore, according to the decision-making basis in the Gleser test, it can be concluded that heteroscedasticity occurs in the regression model.

6. Linearity test

Linearity testing is a test used to determine the relationship between independent and dependent variables. Data is considered related if the sig value is greater than 0.05. Figure 9. Description of the results of the linearity test between *self-confidence* and the learning interest of students in Islamic Religious Education.

		Sum of Squares	df	Mean Square	F	Sig.
Model	Regression	448.118	10	44.8118	1.228	.281
	Linearity	182.143	1	182.143	8.054	.004
	Deviation from Linearity	266.975	9	29.664	.778	.711
Total	Corrected Total	1247.248	62	20.117		
	Total	1646.268	63			

Figure 9.

Based on the figure above, it can be concluded that the linearity test of the variables shows a linear relationship between self-confidence and the learning interest of Islamic Education students. This is evidenced by the significance value, which is 0.261, indicating it is greater than 0.05.

7. Coefficient determination test

The coefficient of determination, often symbolized as R², essentially measures the extent of the influence of independent variables on the dependent variable. If the

value of the coefficient of determination in a regression model continues to decrease or approaches zero, it indicates that the influence of all independent variables on the dependent variable is diminishing. Conversely, if the R² value approaches 100%, it signifies that the influence of all independent variables on the dependent variable is increasing.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.328 ^a	.107	.096	4.37660

a. Predictors: (Constant), Selfconfidence

b. Dependent Variable: Minatbelajar

Figure 10.

Based on the SPSS output table "Model Summary" that has been tested, the coefficient of determination or R Square value is 0.107. The R Square value of 0.107 is the result of squaring the correlation coefficient "R", which is 0.328 x 0.328 = 0.107. The magnitude of the coefficient of determination (R Square) is 0.107, or 10.7%. This means that the Self-Confidence variable (X1) affects the Learning Interest variable (Y) by 10.7%. The remaining 89.3% (100% - 10.7%) is influenced by other variables outside this regression equation or variables that were not studied.

B. Discussion

The results of this study link it to the theory to understand how self-confidence influences students' learning interest in the Islamic Cultural History (SKI) course. The normality test using the Shapiro-Wilk method showed that the self-confidence data is normally distributed with a significance value of 0.505 (greater than 0.05), while the learning interest data is not normally distributed with a value of 0.008 (less than 0.05). Therefore, the learning interest data was analyzed using the Mann-Whitney test, which is more suitable for non-normally distributed data, making the research results more accurate.

The homogeneity test showed that the variances of the self-confidence and learning interest data are homogeneous, with a significance value of 0.893 (greater than 0.05). This means that both data sets have the same variance, allowing for proper statistical analysis. The linearity test revealed that self-confidence has a significant and linear

relationship with learning interest, as evidenced by the significance value of 0.261 (greater than 0.05). In other words, the higher the students' self-confidence, the greater their interest in learning, which is consistent with previous research.

The results of the F test indicate that self-confidence overall significantly affects learning interest, with a linear relationship. This suggests that self-confidence not only has an individual effect but also plays a crucial role in enhancing learning interest as a whole. The T test also shows a significant impact of self-confidence on learning interest, with a significance value of 0.000 (less than 0.05), thus reinforcing the hypothesis that self-confidence contributes significantly to students' learning interest.

The heteroscedasticity test reveals an uneven variation in the data, with a significance value of 0.016. This indicates that the effect of self-confidence on learning interest is not always the same in every situation, which needs to be considered in the analysis. The coefficient of determination (R Square) of 0.107 shows that self-confidence influences learning interest by 10.7%, while the remaining 89.3% is influenced by other factors not examined in this study. This means that, although self-confidence is important, other factors such as teaching methods and social support also affect learning interest.

The results of this study align with the theory stating that self-confidence influences the learning process. As explained by Pisitwanichakul et al. (2023), individuals with high self-confidence tend to be more active, courageous, and successful in academic situations. Therefore, this research emphasizes that improving students' self-confidence can help them engage more in learning (Adji, 2018; Akbari & Sahibzada, 2020). The implication of these findings is that lecturers should use teaching methods that can enhance self-confidence, such as interactive discussions or group work (Piedade, 2021; Salim, 2022; et al., 2023). Additionally, training and mentoring programs that support the development of self-confidence can make learning more engaging and relevant for students (Sihombing et al., 2024).

IV. CONCLUSION AND SUGGESTION

A. Conclusion

This study concludes that self-confidence has a significant relationship with the learning interest of fifth-semester students in the PAI (Islamic Education Program) at Raden Intan State Islamic University of Lampung, particularly in the course of Islamic Cultural History. Using a quantitative approach and an ex-post facto method, the research reveals that self-confidence data is normally distributed, while learning interest data is not, requiring special analysis using the Mann-Whitney test. The homogeneity test shows that the variance of data from both variables is similar (homogeneous), allowing for more accurate analysis. The linearity test further confirms that there is a significant relationship between self-confidence and learning interest, where students with higher self-confidence tend to have greater learning interest.

Furthermore, the results of the F-test and T-test confirm that self-confidence significantly affects learning interest. However, the heteroscedasticity test indicates that this influence may vary under different conditions, as there is unequal variance in the data. The coefficient of determination value of 10.7% shows that self-confidence only partially affects learning interest, with the remaining 89.3% influenced by other factors, such as teaching methods, social environment, or academic support. These findings reinforce the theory that self-confidence plays a crucial role in the learning process, suggesting that instructors should implement approaches that can enhance students' self-confidence, such as interactive discussions and guidance that motivate active participation in learning (Abdi & Rahmania, 2023; Laksmiwati, 2018).

B. Suggestion

Based on the results of this study, it is recommended that lecturers and legislators utilize these findings to improve the effectiveness of SKI (Islamic Religious Education) learning. This improvement can be achieved by developing teaching strategies that not only focus on students' academic abilities but also foster their self-confidence and creative skills relevant to everyday needs. In this way, a more inclusive and relevant learning approach can be realized to support future educational success.

Future research is expected to further explore the relationship between self-confidence and students' learning interest. Subsequent studies could examine in greater detail how the level of self-confidence affects students' interest in participating in the learning process, including exploring differences in this relationship based on specific backgrounds or conditions. A deeper understanding of these dynamics will make a significant contribution to designing more effective learning strategies that are better suited to students' needs.

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