



The Relationship Between Self Esteem and Learning Independence?

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Article Info	Abstract
Article History Received: 2024-11-11 Revised: 2024-12-23 Published: 2025-01-03 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>	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.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-11-11 Direvisi: 2024-12-23 Dipublikasi: 2025-01-03 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>	Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara <i>self esteem</i> terhadap kemandirian belajar mahasiswa prodi PAI di UIN Raden Intan Lampung. Penelitian ini merupakan penelitian <i>Ex-post facto</i> dengan desain. Populasi ini adalah seluruh mahasiswa prodi pai di UIN Raden Intan Lampung .Adapun Teknik pengambilan sampel dalam penelitian ini menggunakan teknik <i>simpel random sampling</i> yang berjumlah 81 responden. Teknik pengumpulan data menggunakan angket dan analisis data menggunakan uji prasyarat berupa uji normalitas,Uji homogenitas,uji linearitas serta uji hipotesis berupa uji t, uji f, uji koefisien determinasi, dan uji heteroskedastisitas.Hasil Penelitian ini menunjukkan bahwa <i>self esteem</i> memiliki pengaruh yang signifikan terhadap kemandirian belajar mahasiswa prodi PAI di UIN Raden Intan Lampung. Berdasarkan output diatas diketahui nilai signifikan (sig.) sebesar 0,002 lebih kecil dari < probability 0,05, sehingga dapat disimpulkan bahwa H0 ditolak dan Ha diterima, yang berarti bahwa “ada pengaruh <i>self esteem</i> (X) terhadap kemandirian belajar (Y)”.

I. INTRODUCTION

Independence in learning can be defined as a learning activity driven primarily by one's own motivation, personal choices, and self-accountability. Effective independent learning refers to an individual's ability to organize and manage the learning process autonomously without relying entirely on the assistance or guidance of others. (Sulistiyani et al., 2020). Independence arises when students find themselves in situations that require them to learn without relying on others while demonstrating a high level of self-confidence (Aliyyah et al., 2017). Independent learning is a crucial aspect of the educational process in achieving desired learning objectives. It is also

defined as a learning activity driven by self-motivation, without relying on others (Mauliddiyah, 2021).

Good independent learning refers to an individual's ability to organize and manage the learning process autonomously without fully depending on assistance or guidance from others. Self-esteem plays a crucial role in fostering students' independence in learning (Firmansyah et al., 2021). Good independent learning is not only about technical learning skills, but also involves psychological, emotional, and social aspects that support an individual in becoming an effective and autonomous learner in various learning contexts, one of which is having good self-esteem in students. According to

Zimmerman, independent learning encompasses the ability of learners to take initiative in their learning, set goals, choose appropriate learning strategies, and evaluate their own learning outcomes. This is in line with the view of Deci & Ryan (2023), who state that independent learning is rooted in self-determination theory, where individuals with autonomy in learning are more likely to be motivated and achieve better academic performance (Hanif, 2019).

Based on the results of a pre-research observation conducted at UIN Raden Intan Lampung among students of the PAI program, Class of 2022, several issues were identified regarding students' independent learning in the classroom, specifically in the Akidah Akhlaq course. These issues include low levels of independent learning, which leads to students' dependence on others during the learning process. This condition was observed based on the pre-research results conducted by the researcher on May 12, 2024, with students of the PAI program at UIN Raden Intan Lampung. The problem was further supported by data from the pre-research non-test, which involved distributing a questionnaire on students' independent learning.

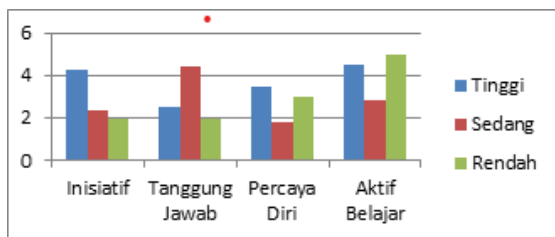


Figure 1.

Based on the figure above, it can be seen that students' independent learning is still relatively low. This is evident from their level of engagement in learning, where students struggle with independence in their studies. If left unaddressed, the low level of independent learning in the Akidah Akhlaq course could lead to students falling behind in the material and receiving unsatisfactory final grades. It could even result in a lack of motivation to study other subjects. Akidah Akhlaq is a crucial course in shaping students' character and religious knowledge.

Based on the findings from Intan Ayu Sari Dewi in her journal, a student must have independence in learning and is expected to possess high self-esteem. The concept of self-esteem, also referred to as Self-Esteem, is discussed in personality psychology within Carl

Rogers' theory. The concept of Self-Esteem in students is highly applicable in education to foster the development of independent learning. (Dewi, 2016).

Self-esteem is an important aspect of the affective domain that needs to be considered in education. It is defined as how much a person likes or values themselves. The concept of self-esteem suggests that when an individual likes, accepts, and respects themselves as a valuable and meaningful person, their self-esteem (self-worth) increases. Self-esteem can determine a person's enthusiasm, spirit, and motivation, especially in learning. It is one of the affective factors that plays a crucial role in determining success in learning.

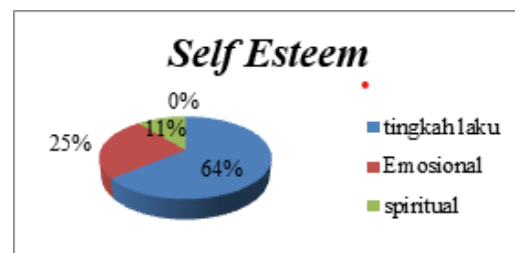


Figure 2.

In the pie chart diagram of the pre-self-esteem results, we can observe the percentage of self-esteem or self-worth levels among students. The diagram is divided into three sections based on the indicators of self-esteem itself: behavior (64%), emotional (25%), and spiritual (11%). From the diagram, it is evident that the majority of students have a high level of behavior, accounting for 64% (Salsabila et al., 2022). This means that half of the students have a fairly good level of self-esteem in facing tasks or challenges. However, it is important to note that 11% of students have a low spiritual level. This indicates that a quarter of the students have lower self-esteem in completing tasks or facing challenges. On the other hand, 25% of the students have a high emotional level. They possess strong self-confidence in tackling tasks or challenges.

The research conducted by several experts, including Husnaini, Siti Raba'ah Hamzah, and Malgorzata Szczesniak, found a positive relationship between self-esteem and students' independent learning, such as confidence, internal motivation, independence, and initiative. This research makes a significant contribution to the field of education by highlighting the importance of self-esteem in students' independent learning during the learning process.

This research makes a significant contribution to the field of education by highlighting the importance of self-esteem in students' independent learning during the learning process. (Indriyani et al., 2020). This research can help in preparing individuals to face complex and ongoing learning challenges in the future. The findings can provide valuable insights for the development of policies and programs at UIN Raden Intan Lampung. This research can serve as a foundation for the development of psychological and educational interventions aimed at improving self-esteem and independent learning in individuals who may face challenges in these areas. In an era where lifelong learning is becoming increasingly important, independent learning is a highly valuable skill. This study can help prepare individuals to face complex and ongoing learning challenges in the future. The findings can provide relevant insights for the development of policies and programs at UIN Raden Intan Lampung.

II. METHOD

The approach used by the author is a quantitative approach. This research was conducted at UIN Raden Intan Lampung with a population of all PAI students from the 2022 cohort for the 2024/2025 academic year. For the sample, the researcher used a probability sampling technique, specifically simple random sampling, with a total of 81 respondents. This study employs a quantitative approach with a correlational method, aimed at determining whether there is a relationship between the independent variable and the dependent variable. This research uses simple linear regression correlation, which allows the researcher to examine the relationship or influence that is assumed to be constant between self-esteem and independent learning.

Before conducting the research, the researcher developed two instruments in the form of questionnaires. Each questionnaire consisted of 15 and 18 statements designed to measure the levels of self-esteem and independent learning in students. The measurement scale used was the Likert scale. The researcher provided 5 (five) alternative response options in the modified Likert scale, which were: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). To ensure the validity and reliability of the instruments, the researcher conducted a validation stage by experts and a pilot test on 30

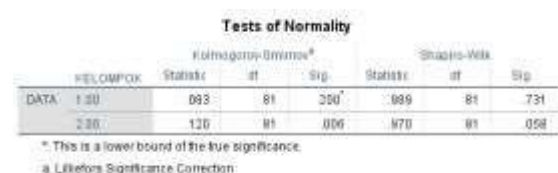
respondents. The results of the pilot test showed that 12 out of 15 items on self-esteem and 15 out of 18 items on independent learning were valid. After revisions based on the pilot test results, the final instrument was distributed to 81 research respondents. The collected data was then analyzed using various statistical tests, including a normality test to examine data distribution, a T-test to compare the means of two groups, an F-test to examine variance differences between groups, a coefficient of determination test to measure the strength of the relationship between variables, a linearity test to examine the relationship form between variables, and a heteroscedasticity test to check the equality of error variances.

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.



		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
DATA	1.00	.093	81	.200 [*]	.989	81	.731
	2.00	.120	81	.006	.870	81	.058

^a. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Figure 3.

Based on the results of the normality test using Shapiro-Wilk, as the number of respondents is below 100 (as shown in the table above), the results indicate that the Sig. value for the Learning Independence variable is normally distributed with a Sig. value of 0.731, and the Self-Esteem variable is also normally distributed with a Sig. value of 0.58. Therefore, there is no need for non-parametric analysis, and the Mann-Whitney Test is not required.

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.

	Levene Statistic	df1	df2	Sig.
ORTA Based on Mean	1.20	1	169	.729
Based on Median	.152	1	169	.697
Based on Median and with adjusted df	.152	1	167.957	.697
Based on trimmed mean	.129	1	169	.729

Figure 4 .

Based on the output table of the 'Test of Homogeneity of Variances,' it can be seen that the significance (Sig.) value for the variables of Learning Independence and Self-Esteem is 0.729. Since the Sig. value of 0.729 is greater than 0.05, as per the decision-making criteria for the homogeneity test, it can be concluded that the variances of the data for Learning Independence and Self-Esteem are equal or homogeneous.

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.

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	172.918	1	172.918	10.465	.002 ^b
Residual	1395.304	79	16.523		
Total	1478.222	80			

a. Dependent Variable: Kemandirianbelajar
b. Predictors: (Constant), SelfEsteem

Figure 5.

Based on the significance value (Sig.) from the tested output, the Deviation from Linearity Sig. value is 0.002, which is smaller than 0.05. Therefore, it can be concluded that there is a significant linear relationship between the Self Esteem (X) variable and the Independence (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.

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Zero-order	Partial	Partial
1 (Constant)	62.749		9.579	.000			
SelfEsteem	91.3	.987	94.0	0.000	.987	.987	.987

a. Dependent Variable: Kemandirianbelajar

Figure 6.

Based on the data in Table 4, the significance value (sig) is 0.000, which is smaller than the probability of 0.05. Therefore, it can be concluded that H_0 is rejected and H_a is accepted, meaning that there is an effect of learning independence (X) on self-esteem (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.	Zero-order	Partial	Partial
1 (Constant)	3.498		5.197	.000			
SelfEsteem	-.008	-.000	-.017	.989	-.017	-.017	-.017

a. Dependent Variable: ABST_Rata

Figure 7 .

Based on the data testing results above, the significance value (Sig.) for the self-esteem (X) variable is 0.251. According to the decision rule in the Gleser test, it can be concluded that there is a heteroscedasticity symptom 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 8. Description of the results of the linearity test between *self-confidence* and the learning interest of students in Islamic Religious Education.

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	183.540	1	183.540	1.545	.219
Residual	172.918	79	2.189		
Total	356.458	80			

Figure 8.

Based on the significance value (sig) from the output above, the deviation from linearity sig value is 0.406, which is greater than 0.05. Therefore, it can be concluded

that there is a significant linear relationship between the variable of learning independence (X) and the variable of self-esteem (Y). Coefficient determination test.

The coefficient of determination, often symbolized as R^2 , 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 R^2 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	.342 ^a	.117	.106	4.06483

a. Predictors: (Constant), SelfEsteem
b. Dependent Variable: Kemandirianbelajar

Figure 9.

Based on the SPSS "Model Summary" output table above, the coefficient of determination, or R-squared, is 0.117. This R-squared value of 0.117 comes from squaring the correlation coefficient (R), which is $0.342 \times 0.342 = 0.117$. The coefficient of determination (R-squared).

B. Discussion

This study aims to examine the relationship between the internalization of self-directed learning and students' self-esteem. Based on the data analysis results, students' self-directed learning has an influence of 11.7%, while the remaining 88.3% is influenced by external factors. The internalization of self-directed learning in this study does not have a significant impact and can even be considered weak, as it is affected by external factors beyond the variables involved (Sutrisno et al., 2021). In the study conducted by Tasya Meyco Patria and colleagues, it was found that self-directed learning affects students' self-esteem (Meyco Patria & Maria Silaen, 2020). In her study, Dewi stated that self-directed learning affects self-esteem; the higher the self-esteem, the higher the level of self-directed learning in the students (Dewi, 2016). Riski Lestriyani, in her study, explains that there is a significant

positive relationship between self-esteem and self-directed learning (Asiva Noor Rachmayani, 2020).

The results of this study are supported by Nylor's opinion, which states that students with a positive self-concept are able to set realistic academic achievement goals and manage academic anxiety by studying hard and diligently, with their activities always focused on academic pursuits (Motivasi et al., 2024). They also demonstrate independence in learning, thus not relying solely on the teacher (Asiva Noor Rachmayani, 2020). In her findings, Amalia states that students with high self-esteem often demonstrate greater confidence in taking the initiative to learn independently. They feel more capable of overcoming academic challenges without relying heavily on the help of others (Amalia et al., 2020).

This study differs from the previous research conducted by Karlina Kusumastuti. The difference lies in the data collection technique: this study uses a Likert scale, while the previous study employed a psychological scale for data collection (Kusumastuti, 2021). Additionally, there is a difference with the study conducted by Widya Maghdalena. The difference between this study and the author's research lies in the type of research approach used. The author employs an associative quantitative approach, focusing on using non-test instruments such as surveys or questionnaires to measure the variables. In contrast, this study is a correlational research aimed at determining the extent to which one variable is related to another (Magdhalena & Hariyono, 2023).

As a reference and guideline for developing further research in the fields of education, psychology, or other related areas (Benno et al., 2022). The findings of this study can be used to deepen the understanding of the psychological factors that influence self-directed learning, as well as to assist other researchers in designing more specific or comprehensive studies related to self-esteem and self-directed learning (Efikasi et al., 2021). In addition, this study can serve as a foundation for the development of interventions or programs aimed at enhancing self-esteem and self-directed learning within the educational context (Unique, 2022). Self-esteem contributes significantly to students' self-directed learning. This suggests that

students with high self-esteem are more confident in making learning decisions, designing independent learning activities, and evaluating their learning outcomes without overly relying on others (Karmila & Raudhoh, 2020). Self-directed learning is influenced by various factors, such as parenting styles, the school environment, and the student's sense of responsibility toward their learning process. High self-esteem helps students overcome learning challenges and remain motivated to achieve their goals (Elizabeth Patras et al., 2021).

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results and discussion, it can be stated that there is a relationship between self-esteem and students' self-directed learning. The coefficient of determination or R-squared value is 0.117. This R-squared value of 0.117 is derived from squaring the correlation coefficient (R), which is $0.342 \times 0.342 = 0.117$. The coefficient of determination (R-squared) is 0.11, or 11.7%. This means that the self-directed learning variable (X) influences the self-esteem variable (Y) by 11.7%. The remaining 88.3% ($100\% - 11.7\% = 88.3\%$) is influenced by other variables outside of this regression equation or variables that were not studied. Based on the data in Table 4, the significance (sig) value is 0.002, which is smaller than the probability of 0.05. Therefore, it can be concluded that H0 is rejected and Ha is accepted, meaning that "There is an effect of self-directed learning (X) on self-esteem (Y)."

B. Suggestion

Although the research findings indicate that the internalization of learning independence affects students' self-esteem, with a relatively small impact, a recommendation that can be made is to increase attention to the external factors influencing learning independence. For example, support from family, professors, and peers can be important factors in shaping students' learning independence. Further research should focus on ways to optimize these external factors. The results of this study can be used to design intervention programs aimed at enhancing both factors. Programs focused on improving students' self-esteem will have a positive impact on their learning independence. For

instance, training or workshops designed to boost self-confidence and academic decision-making skills can help students feel more independent in their learning."effective learning strategies that are better suited to students' needs.

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