

The Relationship of Self-Efficiency with Student Activity in Fikh Lessons at Ma Nu Raden Umar Sa'id Colo Dawe Kudus

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Abstract

This study aims to determine how high the level of student self-efficacy at MA NU Raden Umar Sa'id, to find out how high the level of student activity in fiqh subjects at MA NU Raden Umar Sa'id, and to find out whether there is a relationship between self-efficacy and activeness students in Jurisprudence at MA NU Raden Umar Sa'id. The type of this research includes correlational studies and uses a quantitative approach, the population in this study is MA NU Raden Umar Sa'id students, totaling 151 students with a sample of 60 students. The data collection technique in this study used the questionnaire method, and the documentation method which was analyzed using descriptive statistical analysis. The analysis prerequisite test includes data normality test and linearity test. Hypothesis testing includes product moment correlation test. The results showed that: 1) the level of self-efficacy of students at MA NU Raden Umar Sa'id with a percentage of 70% was classified as moderate; 2) the level of student activity in fiqh subjects at MA NU Raden Umar Sa'id with a percentage of 76.7% classified as moderate; 3) there is a positive and significant relationship between self-efficacy and student activity in fiqh subjects at MA NU Raden Umar Sa'id of 39.82% indicated by the presence of $t_{count} > t_{table}$ ($6.194456 > 1.671553$) and the level of significance of 0.10, this correlation is quite strong indicated by the calculated r value of 0.631 which is in the range 0.600 - 0.799.

Keywords

self-efficacy; student activeness;
Jurisprudence subjects



I. Introduction

Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is an inseparable part of people's lives and must be able to provide and encourage the development of intellectual, social and personal intelligence. This is in line with the definition of education contained in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

However, in reality what researchers found at MA NU Raden Umar Sa'id Colo Dawe Kudus, there are still some students who do not care about their activities during the learning process. They still fully expect the teacher as the main source of learning without trying to be active. The factors are various, this happens because of the fear and lack of confidence in students in asking questions or expressing their opinions, some do not understand the subject matter and some do not care at all about the learning process, students like this usually prefer to remain silent. and finally become passive during the

learning process. Some students have confidence that he can complete certain tasks given by the teacher and feel confident that he will get results in the future.

Students are usually only active in the subjects they like, while when the subjects are not their favorite subjects, they tend not to care and just choose to be silent. One of them is in fiqh subjects, fiqh lessons are part of Islamic religious lessons in madrasas which have characteristics compared to other subjects, because the material in fiqh subjects covers a very broad scope which is responsible for being practiced into everyday life. For this reason, it is hoped that all students can understand fiqh lessons well through active learning that they carry out in the classroom.

Starting from the problems found by researchers in madrasas, the researchers were interested in knowing the level of self-efficacy, the level of student activity in fiqh subjects, and whether there was a positive and significant relationship between self-efficacy and student activity in fiqh subjects at MA NU Raden Umar Sa. 'id. The title of this research is "The Relationship of Self-Efficacy with Student Activity in Jurisprudence Subjects at MA NU Raden Umar Sa'id Colo Dawe Kudus"

II. Review of Literature

2.1 Definition of Self Efficacy

Self-efficacy is our ability to perform a task to a certain extent. Self-efficacy is a personality component that develops through individual observations of the consequences of their actions in certain situations. The figure who introduced the term self-efficacy is Albert Bandura. According to him as quoted by Gufron, self-efficacy is an individual's belief about his skills in carrying out tasks or actions needed to achieve certain results. Meanwhile, according to Baron and Byrne as quoted by Gufron that, self-efficacy is a person's evaluation of his ability or competence to perform a task, achieve goals, and overcome obstacles.

According to Syamsu Yusuf and A. Juntika Nurihsan, self-efficacy is self-confidence in one's own ability to demonstrate behavior that can provide the expected results. Meanwhile, Alwisol argues that self-efficacy is a person's perception of his ability to function in certain situations. Meanwhile, Avin Fadila Helmi also explained that self-efficacy is a form of ability and desire that comes from the strength within the individual, which makes individuals choose to participate in certain activities or achieve certain goals.

2.2 Aspects of Self-Efficacy

Self-efficacy in each individual will differ from one individual to another based on three aspects. This is revealed by the self-efficacy scale which is based on the aspects of self-efficacy proposed by Bandura, namely:

a. *Level* (task difficulty level)

This aspect relates to the degree of task difficulty. If the tasks assigned to individuals are arranged according to their level of difficulty, then the differences in individual self-efficacy may be limited to easy, moderate, and difficult tasks based on their perceived ability to meet the level of behavior required at each level. To determine the level of one's self-efficacy in carrying out a task, it is necessary to measure the needs of each task that one must do.

b. *Generality* (Broad area of work)

This aspect involves a variety of behavioral tasks, in which individuals have complete confidence in their abilities. Individuals can have confidence in their abilities, whether they are limited to certain activities and situations, or to a series of activities and

situations. This dimension relates to the area of behavior in which individuals feel confident about their abilities. Various aspects of this research can be used to measure a person's self-efficacy, including: social resources, academic ability, self-regulation in learning, use of free time and extracurricular activities, self-efficacy in self-regulation, and expectations of others.

c. *Strength* (level of steadiness, confidence, strength).

This aspect relates to the intensity level of the individual's belief or expectation of his own abilities. To determine the intensity level of a person's self-efficacy, it is necessary to use a self-efficacy scale for measurement. This self-efficacy scale can be used to describe the difference in the strength of one's self-efficacy and that of others when performing a task. According to Bandura, the intensity of a person's self-efficacy can be described on a scale of 0-100. However, in this study, the author uses a scale developed from Bandura with four gradations of answer choices and the answer choices have a score range from 1-4.

According to the explanation of Eggen and Kauchak, through various aspects of self-efficacy can form high and low self-efficacy in students. Aspects of self-efficacy include: task orientation, effort, persistence, confidence, strategy use, and performance. Aspects in self-efficacy cannot stand alone, but are interconnected and interdependent.

2.3 Sources of Self Efficacy

According to Bandura in the journal Rini Astuti and William Gunawan, self-efficacy can be formed and developed through four processes, namely cognitive, motivational, affective and selection.

According to Bandura, self-efficacy can be grown and learned through four main sources of information. The following are four sources of such information:

a. Experience yourself

This source of information is based on the individual's actual experience of success and failure, and has a significant impact on the individual's self-efficacy.

b. Other people's experiences

Observing the success of others, especially people who are meaningful to students and have similar abilities in completing a task will increase individual self-efficacy in completing the same task, and vice versa.

c. Verbal persuasion

According to Bandura, the influence of verbal persuasion is not too large because it cannot provide experiences that can be experienced or observed directly by individuals. Under constant pressure and failure, if one has an unpleasant experience, the influence of suggestion will quickly wear off.

d. Physiological condition

Individuals will judge their abilities based on their physical condition. Physical tension in stressful situations is seen by individuals as a sign of incompetence because it can weaken individual work performance.

2.4 Impact of Self Efficacy

The positive impact of self-efficacy on the function of learning activities has been proven by several studies that have been carried out. The following will describe the positive impact of self-efficacy, namely as follows:

a. Cognitive Process

According to Sardiman as quoted by Kushartanti that cognitive is the process of acquiring knowledge in life that is obtained through experience.

Impact Self-efficacy on cognitive processes has various forms. Most human behavior that is planned to be managed comes from a worthy cause. Setting personal goals is influenced by an assessment of self-ability. The stronger one's perception of self-efficacy, the higher one's goals for oneself, and the more confident of one's commitment, and vice versa.

b. Motivational Process

According to Djamarah as quoted by Endang Titik Lestari that motivation is a change in energy in the personality which is characterized by the emergence of affective (feelings) and responses to achieve goals. specific purpose. Self-efficacy plays a key role in the regulation of self-motivation. Most of human motivation is generated cognitively.

c. Affective Process

Affection is the ability of individuals to respond to their emotional feelings in order to get something they want. People's beliefs about their ability to handle problems influence their stress and depression in dangerous or difficult situations.

d. Selection Process

Individuals will avoid activities and situations that they believe lie outside their expertise, but they are willing to engage in challenging activities and situations that they believe they can control.

Luthans suggests that self-efficacy can directly have an impact on the following: Behavioral selection, Motivational effort, Endurance in dealing with problems, Facilitative thought patterns, Endurance to stress.

2.5 Understanding Student Activity

Activeness Literally comes from the word active, according to the Big Indonesian Dictionary (KBBI) online, the word active has the meaning of being active (working, trying). Active gets the prefix - and the suffix - so that it becomes activity which has the meaning of activity or busyness.. Activeness can also be interpreted as a thing or condition in which students can be active.

Djamarah explained the meaning of activity as quoted by Zamratul Aini that student activity is a form of behavior shown by students in the learning process.

According to Mudjiono and Dimyati as quoted by Rochmad, student activity in the learning process has various forms of activity, from physical activities that are easy to observe to psychological activities that are difficult to observe. Meanwhile, according to the Ministry of National Education, active learning is a teaching and learning system that emphasizes students' physical, mental, intellectual, and emotional activities in order to obtain learning outcomes in the form of a combination of cognitive and affective and psychomotor aspects.

2.6 Characteristics of Student Activity

According to Muhammad Ali, student activity can be identified from the characteristics (1) student participation in planning, teaching and evaluation processes; (2) Students have intellectual and emotional participation through experience, analysis, formation of actions and attitudes; (3) Students creatively participate in creating an appropriate environment for the teaching process, and; (4) Teachers are facilitators and coordinators of student learning activities.

2.7 Classification of Student Activity

Paul D. Dierich divides activities that show students' activities in learning as follows: (1) Visual activities, which include, for example, reading, paying attention to demonstration pictures, experiments, other people's work; (2) Oral activities, such as: stating, formulating, asking, giving suggestions, issuing opinions, conducting interviews, discussions; (3) Listening activities, for example listening to: conversation, discussion, music, speech; (4) Writing activities, such as writing stories, essays, reports, questionnaires, copying; (5) Drawing activities, for example drawing, making graphs, maps, diagrams; (6) Motor activities, which include among others: conducting experiments, constructing, playing; (7) Mental activities, for example: responding, remembering, solving problems, analyzing, making decisions;

Oemar Hamalik quotes Getrude M. Whipple's opinion on the classification of student activity, according to him, student activity is divided into 7, namely: working with visual tools, excursions and trips, studying problems, appreciating literature, illustration and construction, working to present information, and the last check and test.

2.8 The Concept of Jurisprudence Subjects

Etymologically, fiqh comes from the word faqiha-yafqahu-fiiqhan which means knowledge and understanding of something. Meanwhile, in terms of fiqh, it is the science of knowing God's law related to all obligatory, sunnah, permissible, makruh or haram practices which are extracted from clear arguments (tafshili).

According to Khalaf, fiqh is knowledge of syara' laws regarding human actions which are cultivated from detailed arguments. Meanwhile, according to Syarifudin, fiqh is the science of syara' laws that are amaliyah which are extracted from tafsilius arguments. Meanwhile, according to Robinson, fiqh is a discipline consisting of two main components, the first is furu' al-fiqh, namely the branch of understanding, and the second is usul al-fiqh which is the root of understanding. Meanwhile, according to Zaenal Abidin, the scope of fiqh is divided into seven, namely the fiqh of worship, fiqh al ahwal as witnessyah, fiqh muamalah, fiqh siasah shari'iyah, fiqh al'uqubat, fiqh as siyar, and fiqh morality or adab.

III. Research Method

As for this type of research including correlational studies and using a quantitative approach, the population in this study were students of MA NU Raden Umar Sa'id, totaling 151 students with a sample of 60 students. The data collection technique in this study used the questionnaire method, and the documentation method which was analyzed using descriptive statistical analysis. The analysis prerequisite test includes data normality test and linearity test. Hypothesis testing includes product moment correlation test.

IV. Results and Discussion

4.1 Level of Student Self-Efficacy at MA NU Raden Umar Sa'id Colo Dawe Kudus Academic Year 2020/2021

Data regarding the level of student self-efficacy at MA NU Raden Umar Sa'id Colo Dawe Kudus for the 2020/2021 academic year points to the medium category, which is seen from the average student self-efficacy value of 186.23 which is in the range of scores $181.086X < 191.144$. From the self-efficacy questionnaire distributed to MA NU students, Raden Umar Sa'id Colo Dawe Kudus, the data frequency distribution showed that the percentage of students' self-efficacy in the low category was 15% (9 students), the medium category was 70% (42 students), and the high category is 15% (9 students).

4.2 Level Student Activity in Jurisprudence Subjects at MA NU Raden Umar Sa'id Colo Dawe Kudus for the 2020/2021 Academic Year

Data regarding the level of student activity in fiqh subjects at MA NU Raden Umar Sa'id Colo Dawe Kudus for the 2020/2021 academic year points to the medium category, which is seen from the average score of 188.77 which is in the score range $183.419X < 194.3143$. From the questionnaire on student activity in fiqh subjects distributed to MA NU students, Raden Umar Sa'id Colo Dawe Kudus, the data frequency distribution shows the percentage of student activity in fiqh subjects with a low category of 11.7% (7 students), category medium is 76.7% (46 students), and high category is 11.7% (7 students).

4.3 Relationship of Self-Efficacy with Student Activity in Jurisprudence Subjects at MA NU Raden Umar Sa'id Colo Dawe Kudus Academic Year 2020/2021

Based on the description of the data that has been done, it can be seen that the level of self-efficacy is related to student activity in fiqh subjects. In this case, the distribution of research data shows that students' self-efficacy is at a moderate level, on the other hand, student activity in fiqh subjects is at a moderate level. Therefore, students who have a high level of self-efficacy certainly have a high level of student activity, in other words, self-efficacy is related to student activity in fiqh subjects. To ensure the relationship between self-efficacy and student activity in fiqh subjects, a hypothesis test was carried out with product moment correlation. Before calculating the hypothesis test, the analysis prerequisite test is carried out by using the normality test and linearity test. Based on the normality and linearity tests that have been carried out, it can be concluded that the research data is normally distributed and linear. Furthermore, the results of the hypothesis test in this study showed that there was a positive and significant relationship between self-efficacy and student activity in fiqh subjects which had a Pearson correlation of 0.631.

The determination of the relationship category between the self-efficacy variable and the student activity variable in fiqh subjects can be seen using the interpretation guidelines of the correlation coefficient obtained according to Suharsimi Arikunto. Based on the determination of the categories that have been carried out, the relationship between self-efficacy and student activity in fiqh subjects at MA NU Raden Umar Sa'id Colo Dawe Kudus in the 2020/2021 school year is included in the very strong category because the results of the calculation of the product moment correlation of the two variables show a value of 0.631 which is in the range of r values between 0.600 to 0.799. Thus, it can be concluded that there is a positive and significant relationship between self-efficacy and student activity in fiqh subjects at MA NU Raden Umar Sa'id Colo Dawe Kudus in the 2020/2021 school year.

The positive and significant relationship between self-efficacy and student activity in fiqh subjects is in line with Dale Schunk's opinion in Santrock that self-efficacy in many aspects affects student activity choices. Students with low self-efficacy may avoid many learning tasks, especially those that are challenging and difficult, while students with high self-efficacy are willing to do such tasks. Students with high self-efficacy are more diligent in trying to master the learning task than students who have low self-efficacy. It is also in line with the opinion expressed by Ormrod that self-efficacy affects the choice of activity, effort and student persistence in completing the tasks at hand. Students with high self-efficacy will be able to plan and carry out actions that lead to the achievement of goals.

In this case, the higher the student's self-efficacy, the higher the student's activity. As quoted by Howard, Bandura states that self-efficacy determines whether students will exhibit certain behaviors, how strong a person can withstand in the face of adversity or failure, and how success or failure in a particular task affects a person's behavior in the future. In this case, someone with high self-efficacy must also have high student activity to survive in the face of difficulties or failures, as well as how success or failure in a particular task affects behavior in student activity. Thus it can be concluded that when students have high self-efficacy, they have high student activity in fiqh subjects, when students have moderate self-efficacy, student activity in fiqh subjects is moderate, when students have low self-efficacy low, the activeness of students in fiqh subjects is also low.

V. Conclusion

1. The level of student self-efficacy at MA NU Raden Umar Sa'id Colo Dawe Kudus for the 2020/2021 academic year shows in the medium category, which is seen from the average value of student self-efficacy of 186.23 which is in the score range $181,086X < 191.144$, with a total frequency of 42 students (70%).
2. The level of student activity in fiqh subjects at MA NU Raden Umar Sa'id Colo Dawe Kudus for the 2020/2021 academic year shows in the medium category, which is seen from the average value of student activity in fiqh subjects of 188.77 which is in the score range $183,419X < 194.3143$ with a total frequency of 46 students (76.7%).
3. There is a positive and significant relationship between self-efficacy and student activity in fiqh subjects at MA NU Raden Umar Sa'id Colo Dawe Kudus in the 2020/2021 school year. This is indicated by the value of r arithmetic $0.631 > r$ table 0.214383 , which means there is a positive and significant relationship by looking at the value of t arithmetic $6.194456 > t$ table 1.671553 , with a determinant coefficient of 39.82%. The correlation in this study is in the range of 0.600 – 0.799 which is included in the strong category. Thus, it can be said that if students have a high level of self-efficacy, the student's activity is also high. Conversely, if students have a low level of self-efficacy, the student's activity is also low.

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