Correlation of self-efficacy and interest in learning with Indonesian Language learning achievement of class X students MAN 1 Kendari

Haerun Ana[1], Sumiman Udu[2], Saidiman[3]
[1,2,3]Universitas Halu Oleo, Indonesia
[1]hhairun252@gmail.com*, [2]sumimanudu_fkip@uho.ac.id, [3]saidiman@uho.ac.id

Article Info	ABSTRACT
	This study aims to determine whether or not there is a relationship between self-efficacy and interest in learning with Indonesian Language learning achievement of grade X students of MAN 1 Kendari. This research is a correlational research with quantitative method. The population consisted of 417 students with a sample of 80 students. Data were collected through questionnaires for self-efficacy and interest in learning variables, and documentation for Indonesian Language learning achievement variables. The results of this study indicate that there is a correlation between self-efficacy and Indonesian Language learning achievement in class X students of MAN 1 Kendari. The strength of the correlation is in the medium category, with a positive direction and statistically significant. In addition, there is a correlation between learning interest and Indonesian Language learning achievement in the same students, with a strong correlation strength level, positive direction, and statistically significant. Simultaneously, self-efficacy and interest in learning also show a strong correlation, with a positive direction and statistically significant to Indonesian Language learning achievement of grade X students of MAN 1 Kendari. Therefore, optimizing self-efficacy and interest in learning can contribute to improving students' Indonesian Language learning achievement.

INTRODUCTION

As a national language, Indonesian has an important role as a Communication tool that conveys ideas, both orally and in writing, and serves as the Language of national unity. Given its function, Indonesian is taught as a compulsory subject from elementary school to university level, aiming for students to have good and correct language competence. Good Indonesian language competence includes four skills, namely listening, speaking, reading, and writing. To achieve these competencies, Indonesian Language learning in SMA/MA is guided by the 2013 Curriculum, which prioritizes the mastery of four core competencies: spiritual attitudes, social attitudes, knowledge, and skills.

Indonesian language learning aims to improve students' ability to communicate using Indonesian, both orally and in writing. Curriculum 2013 directs learning to the mastery of language skills, which include listening, speaking, reading, and writing. The ideal learning process is based on a student-centered approach, also known as an active, inspiring, innovative, creative, effective, and fun learning model (PAIKEM). This competency-based learning is expected to improve students' learning achievement, with a focus on achieving measurable competencies in attitude, knowledge, and skills. Thus, learning Indonesian using these principles is expected to spur students' enthusiasm for learning and improve their achievement.

Student learning achievement is the main benchmark that illustrates the success of the learning process. Learning achievement can simply be interpreted as the result of the assessment of learning activities carried out and is the final formulation given by the teacher to see to what extent the student's ability to master all the competencies he has learned. In this case, of course, the ideal condition expected is that the learning achievements obtained by students show optimal and complete achievement, which

`

includes all basic competencies that have been determined as indicators of the success of the learning process and the achievement of educational goals in general.

The frame of reference for Indonesian language assessment used by teachers in determining the quality of student learning outcomes or achievements is comparing the value of learning outcomes (in quantitative form) with the criteria used as a standard, namely the minimum completeness criteria (KKM). Achieving and not achieving the KKM will show the quality of student learning outcomes or achievements. If we talk about the expected ideal conditions. All students should have learning outcomes or achievements that reach the KKM standard and even strive to be far above the KKM because, based on the Guidelines for Assessment by Educators and Education Units issued by the Director General of Primary and Secondary Education in 2017, the value of learning outcomes or achievements that only reach the KKM standard can be said to be complete/successful, but not included in the good category, or usually symbolized by the letter B. For example, assuming the KKM used is 70, a student's score can be categorized as good (B) if it is in the interval 81 - 90. Meanwhile, the interval 70 - 80 score is categorized as sufficient (C).

The results of preliminary documentation show that the learning achievement of grade X students of MAN 1 Kendari from year to year shows an increasing graph, especially in Indonesian language subjects. However, based on the final even semester assessment scores of grade X students in the 2021/2022 school year, there were still 31 students (7.43%) who did not complete (did not reach the KKM) out of 417 grade X as a whole and had to undergo remedial. Many other students are also known to get the standard KKM score. This shows that there is still an imbalance or discrepancy between the expected ideal conditions, as stated earlier, and the reality that occurs in the classroom. This condition is also an indicator that there are problems that must be addressed so that student learning achievement is maximized.

Related to the condition of student learning achievement that has not been maximized, in the interview process during pre-research, the Indonesian language subject teacher said several factors correlated or related to the achievement of student learning outcomes or achievements. The two dominant factors seen in the learning process are the level of self-efficacy, or student confidence in their abilities or competencies, which is still low, and student interest in learning, which is also still low, especially during the learning process during the COVID-19 pandemic.

The teacher interviewed in the pre-study explained that several indications show the level of student self-efficacy is still low and is considered to be related to or affect the ongoing learning process, including some students not being able to solve problems well and half not knowing what they should do. The reason is that students often feel unsure that they can complete the tasks. Some students also admitted to feeling anxious when facing daily tests or evaluations conducted by the teacher. Students are worried they will be unable to do the daily tests or evaluations because they feel their abilities are still lacking. The same thing also happens during the implementation of the daily learning process. It is not uncommon for students to be reluctant to come forward when told to do assignments in front of the class. Some students are afraid of being wrong even though they can do well.

Regarding interest in learning, the subject teacher explained that students' lack of participation is the main indicator of low interest in learning that is most easily observed. This condition makes students pay low attention to Indonesian language subjects. Low attention makes students unable to focus on receiving messages and the content of learning materials, affecting their learning achievement. Interest in learning is a serious problem because students with low interest in learning appear unmotivated. In the end, it will greatly affect the student's learning achievement itself.

Theoretically, self-efficacy and interest in learning significantly correlate with student learning achievement. Self-efficacy refers to students' belief in their ability to achieve learning goals. Students with high self-efficacy tend to be more confident, highly motivated, and able to overcome learning challenges, which increases the chances of academic success. Conversely, students with low self-efficacy tend to give up easily, have low motivation, and are pessimistic about their ability to achieve learning goals. Therefore, self-efficacy is thought to be closely correlated with student learning achievement.

`

On the other hand, interest in learning is a factor that encourages students to be more involved in the learning process with pleasure and self-awareness. High interest makes students focus and try to understand the material more without coercion, positively impacting learning outcomes. Students who have an interest in learning tend to understand lessons more efficiently and achieve better performance. Thus, interest in learning is also believed to correlate strongly with student achievement.

Based on this description, it can be stated that there is an imbalance or discrepancy between the expected ideal conditions and the reality in the classroom (das sollen and das sein), namely: (1) students' learning outcomes or achievements are expected to be entirely complete or reach the KKM as a benchmark for achieving the desired competencies in the curriculum, but the Indonesian language learning achievements of grade X students of MAN 1 Kendari in the 2021/2022 school year have not entirely reached the predetermined KKM and must undergo remedial; (2) the level of self-efficacy and interest in learning as two factors that theoretically correlate with learning outcomes or achievements should be high, but the level of self-efficacy and interest in learning of grade X students of MAN 1 Kendari in learning Indonesian is relatively low. Based on theoretical and empirical studies (results of relevant research) as well as the results of preliminary observations that have been made, it is strongly suspected that the low level of self-efficacy and interest in learning are two factors that correlate with not maximizing the learning achievement of Indonesian language students in class X MAN 1 Kendari. However, to arrive at a valid conclusion, it is necessary to conduct a scientific research.

Previous studies show a significant relationship between these variables and student learning outcomes. For example, a study by Waluya et al. (2019) emphasized the importance of interest and motivation in influencing student learning outcomes. Waluya's study found that interest and motivation positively affect learning outcomes, with spiritual intelligence as an intervening variable. This indicates that psychological factors such as interest and motivation significantly affect students' academic achievement at the Madrasah Aliyah level. Another study by Lestari (2015) also revealed a significant effect of learning interest on math learning outcomes. However, no interaction effect between learning interest and learning time was found on learning outcomes. Furthermore, Karmila & Raudhoh (2021) showed that self-efficacy positively influences student learning independence, which can improve learning outcomes.

Although previous studies have identified the influence of factors such as interest, motivation, study time, and self-efficacy on learning outcomes, a gap still needs further exploration. The gap lies in the limitation of studies that only examine the influence of one or two variables on learning outcomes without looking at the simultaneous relationship between several more comprehensive factors. In addition, most previous studies have focused on specific disciplines, such as economics or mathematics, while this study will focus on achievement in Indonesian language learning. Studies also tend to use analyses limited to one type of relationship, such as path analysis or ANOVA. In contrast, this study will use Pearson's Product Moment correlation and multiple correlation methods, likely identifying more complex relationships between variables.

The novelty of this study lies in the attempt to examine the simultaneous relationship between self-efficacy, interest in learning, and students' Indonesian language learning achievement. In addition, this study will broaden the insight into how the two variables, individually and together, can affect student learning achievement at the Madrasah Aliyah level, especially at MAN 1 Kendari. Thus, this study is expected to make a new contribution to understanding factors that influence learning achievement, especially in Indonesian language education.

Therefore, the researcher is interested in conducting a study to determine the correlation between several factors and Indonesian language learning achievement of grade X students of MAN 1 Kendari. Specifically, this study aims to identify the correlation between self-efficacy and learning achievement, learning interest and learning achievement, and the simultaneous correlation between self-efficacy and learning interest in students' Indonesian language learning achievement.

`

RESEARCH METHODS

This study is a correlational study, which is a study conducted to determine the relationship or correlation between the variables that are the object of study. The study method used in this study is quantitative. The data used to test this study's hypothesis are quantitative and analyzed using statistical formulas. Three variables become the object of this study, namely self-efficacy (X1), interest in learning (X2), and Indonesian language learning achievement (Y). Schematically, the correlation or relationship between the three variables can be described as follows.
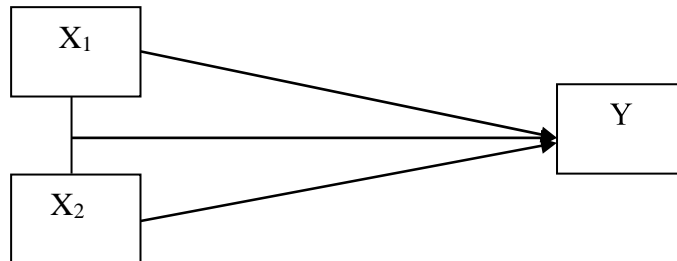

Figure 1. Correlation between research variables

Description:

X_1 : Self-efficacy

X_2 : Study interest

Y   : Indonesian Language learning achievement

The population in this study consisted of all grade X students of MAN 1 Kendari in the 2021/2022 school year, which consisted of 12 classes. The total number of population members is 417. Given the nature of the population, the number of samples in each class was determined by proportional random sampling. In this study, data analysis was carried out in two stages: descriptive statistical data analysis and inferential data analysis.

Hypothesis

H1: There is a correlation between self-efficacy and Indonesian Language learning achievement of grade X students of MAN 1 Kendari.

H2: There is a correlation between interest in learning and Indonesian Language learning achievement of grade X students of MAN 1 Kendari.

H3: There is a correlation between self-efficacy and interest in learning simultaneously with Indonesian Language learning achievement of grade X students of MAN 1 Kendari.

Table 1. Criteria for Percentage of Self-Efficacy and Learning Interest Variables

Interval Class	Criteria
84,00% - 100%	very good
68,00% - 83,00%	good
52,00% - 67,00%	medium
36,00% - 51,00%	not good
20,00% - 35,00%	not very good

RESULTS AND DISCUSSION

Hypothesis testing was conducted to determine whether or not there was a correlation between self-efficacy and Indonesian language learning achievement, a correlation between interest in learning and Indonesian language learning achievement, and a correlation between self-efficacy and interest in learning simultaneously with Indonesian language learning achievement. Hypothesis testing uses a significance level of 5% or $\alpha = 0.05$.

`

Correlation of Self-efficacy with Indonesian Learning achievement

The first hypothesis in this study is a correlation between self-efficacy and Indonesian learning achievement of grade X students of MAN 1 Kendari. The first hypothesis was tested using the Pearson Product Moment correlation test with the help of the IBM SPSS Statistics 21 computer program. The following results can be obtained from the testing process.

Table 2. Correlation of Self-efficacy with Indonesian Learning achievement

Self-efficacy			Learning achievement
Self-efficacy	Pearson Correlation	1	.695**
	Sig. (2-tailed)		0,000
	N	80	80
Learning achievement	Pearson Correlation	.695**	1
	Sig. (2-tailed)	0,000	
	N	80	80

**. Correlation is significant at the 0.01 level (2-tailed).
Source: SPSS data processing results

Based on the table 2 above, it is known that the correlation coefficient (r) value is 0.695. After consulting the product-moment correlation index table (table 1), it is known that the correlation coefficient value (r) of 0.695 is in the interval of 0.41 - 0.70. Thus, it can be said that self-efficacy and Indonesian language learning achievement correlate with the degree of correlation strength in the moderate category.

Based on table 2, it is known that the value of rcount = 0.695> rtable = 0.2199; (α = 0.05, df = N-2) at the level of Sig. 2 Tailed = 0.000 < α = 0.05. Thus, H0 is rejected and Ha is accepted. That is, there is a significant correlation between self-efficacy and Indonesian learning achievement of grade X students of MAN 1 Kendari.

The direction of the correlation can be determined by looking at the sign on the correlation coefficient (r) value. Based on the Correlations table, the direction of the correlation between self-efficacy and Indonesian language learning achievement can be seen. The table shows that the value of r is positive. Thus, it can be said that the correlation between self-efficacy and Indonesian language learning achievement is positive or unidirectional. This means that an increase will follow an increase in the Indonesian language learning achievement variable's self-efficacy variable. Conversely, a decrease in the self-efficacy variable will also be followed by a decrease in the Indonesian language learning achievement variable.

Correlation of Interest in Learning with Learning Achievement of Indonesian Language

The second hypothesis in this study is a correlation between interest in learning and learning achievement in the Indonesian Language of grade X students of MAN 1 Kendari. The second hypothesis was tested using the Pearson Product Moment correlation test with the help of the IBM SPSS Statistics 21 computer program. The following results can be obtained from the testing process.

Table 3. Correlation of Interest in Learning with Learning achievement of Indonesian Language

Learning interest			Learning achievement
Learning interest	Pearson Correlation	1	.731**
	Sig. (2-tailed)		0,000
	N	80	80
Learning achievement	Pearson Correlation	.731**	1
	Sig. (2-tailed)	0,000	
	N	80	80

**. Correlation is significant at the 0.01 level (2-tailed)
Source: SPSS data processing results

`

Based on the Correlations Table 3 above, it is known that the correlation coefficient (r) value is 0.731. After consulting the product-moment correlation index table (table 1), it is known that the correlation coefficient value (r) of 0.731 is in the interval of 0.71 - 0.90. Thus, it can be said that learning interest and Indonesian language learning achievement correlate with the degree of correlation strength in the strong category.

Based on table 3, it is known that the value of rcount = 0.731> rtable = 0.2199; (α = 0.05, df = N-2) at the level of Sig. 2 Tailed = 0.000 < α = 0.05. Thus, H0 is rejected, and Ha is accepted. That is, there is a significant correlation between learning interest and learning achievement of the Indonesian Language in class X of MAN 1 Kendari students.

The direction of the correlation can be determined by looking at the sign on the correlation coefficient (r) value. Table 2 also shows the direction of the relationship between learning interest and Indonesian learning achievement. The table shows that the value of r is positive. Thus, it can be said that the correlation between learning interest and Indonesian learning achievement is positive or unidirectional. This means that an increase will follow an increase in the Indonesian language learning achievement variable's learning interest variable. Conversely, a decrease in the learning interest variable will also be followed by a decrease in the Indonesian language learning achievement variable.

Simultaneous Relationship of Self-efficacy and Learning Interest with Indonesian Language Learning Achievement

The third hypothesis in this study is that there is a correlation between self-efficacy and learning interest simultaneously and the Indonesian language learning achievement of grade X students of MAN 1 Kendari. The third hypothesis was tested using a multiple correlation test with the help of the IBM SPSS Statistics 21 computer program. The following results were obtained from the testing process.

The third hypothesis in this study is that there is a correlation between self-efficacy and learning interest simultaneously with Indonesian language learning achievement of grade X students of MAN 1 Kendari. The third hypothesis was tested using the multiple correlation test with the help of the IBM SPSS Statistics 21 computer program.

Table 4. Simultaneous Relationship of Self-efficacy and Learning interest with Indonesian Language Learning achievement

Model	R-Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
1	.794a	0,631	0,621	4,499	0,631	65,853	2	77	0,000

a. Predictors: (Constant), Self-efficacy, Learning interest
b. Dependent Variable: Learning achievement
Source: SPSS data processing results

Based on Table 4, it is known that the correlation coefficient (R) value is 0.794. After consulting the product-moment correlation index table (table 1), it is known that the correlation coefficient (R) value of 0.794 is in the interval of 0.71 - 0.90. Thus, it can be said that self-efficacy and learning interest simultaneously with Indonesian language learning achievement correlate with the degree of correlation strength in the strong category.

Based on the Correlations table as presented on the previous page, it is known that the value of rcount = 0.794 > rtable = 0.2199; (α = 0.05, df = N-2) at the level of Sig. F Change = 0.000 < α = 0.05. Thus, H0 is rejected, and Ha is accepted. That is, there is a significant correlation between self-efficacy and learning interest simultaneously with Indonesian language learning achievement of grade X students of MAN 1 Kendari. Conversely, a decrease in self-efficacy and learning interest variables will simultaneously be followed by a decrease in the Indonesian language learning achievement variable.

`

Discussion

Correlation of Self-efficacy with Indonesian Learning Achievement

Before explaining the correlation between self-efficacy and Indonesian language learning achievement, we will first discuss the level of self-efficacy possessed by grade X students of MAN 1 Kendari as subjects in this study according to the results of the data analysis that has been carried out. Self-efficacy, variable X1 in this study, refers to the beliefs of grade X students of MAN 1 Kendari towards their competence or ability to achieve maximum Indonesian language learning achievement.

In measuring students' self-efficacy level, three aspects are used as the object of measurement, namely (1) level, (2) strength, and (3) generalization. Measuring students' self-efficacy level is carried out using a questionnaire instrument. The measurement results in qualitative data (containing student attitudes: strongly agree to disagree) are then quantified or converted into numbers and processed to obtain an overview of the level of student self-efficacy in the three aspects measured. Student scores on the three aspects were then accumulated as a basis for justifying the level of self-efficacy of grade X students of MAN 1 Kendari into five possible categories, namely very high, high, medium, low, and very low.

Based on the results of the study, it is known that the level of self-efficacy of students in class X MAN 1 Kendari is categorized as high. This is evidenced by the study data, which shows that the number of students who score in the high category is the largest frequency and percentage, with as many as 43 people (53.75%). The same condition is also shown by the results of measuring the level of student self-efficacy in each aspect, which shows that the average student score in all three aspects of self-efficacy is categorized as high. This means that the average grade X student of MAN 1 Kendari has high confidence in the competence or ability he has to achieve maximum learning achievement.

The above statement is corroborated or can be observed from students' answers to self-efficacy questionnaire items in each aspect. In the level aspect, most students believe that they can solve or work on test questions with a high level of difficulty given by the teacher armed with their abilities. Students also believe that they will be able to understand all Indonesian language subject matter well. In addition, most students also stated that they always take it seriously when working on questions or assignments given by the teacher and do not easily despair if they face difficulties.

In terms of strength, most students believe that, armed with their abilities, they can get good grades in Indonesian language subjects and that good grades can stimulate their abilities to continue to grow. Students realize that they can get satisfactory grades on Indonesian language tests with maximum effort. On the other hand, students also strongly believe that they can easily understand the subject matter of the Indonesian Language if they study seriously.

In the generalization aspect, most students realize that they have to study harder to improve their abilities. Students also realize that their lazy attitude, such as only studying when approaching an exam, is why they cannot get satisfactory grades or learning outcomes. Students also strongly believe that with a higher quantity of learning and a better quality of the learning process, they will get much better learning results in the future.

However, from the study's results, it is also known that the number of students with a moderate level of self-efficacy is quite high. Of the 80 respondents, 12 students (15%) had moderate self-efficacy. These students tend to doubt that their abilities will be able to achieve maximum Indonesian learning achievement. Students' doubts about facing tasks with a high difficulty level are the most dominant problem experienced by students with moderate self-efficacy. In dealing with these conditions, it is deemed necessary to have specific treatments from teachers in the learning process that can stimulate an increase in student self-efficacy. The treatment in question can be in the form of reminding students of the successes that these students have achieved, telling stories about the struggles and successes of inspirational figures, providing verbal stimulus until students believe that they are capable, keeping students in good emotional condition during the learning process; familiarizing students with challenges with higher levels of difficulty and providing intense assistance when students work on these challenges so that the chances of student success are higher; giving appreciation proportionally to student success;

`

and replacing the use of the concept of punishment as a consequence of student failure with a more positive stimulus.

The results showed that based on the results of the product moment correlation analysis using the help of the SPSS computer program, the correlation coefficient or rcount was 0.695> rtable 0.2199 at the Sig. 2 Tailed = 0.000 < α = 0.05. From these results, it can be explained that there is a correlation between self-efficacy and Indonesian learning achievement with a moderate degree of correlation strength. From the results above, it can also be seen that the correlation between self-efficacy and Indonesian language learning achievement has a positive and statistically significant direction. The correlation with a positive direction shows that the higher the level of students' self-efficacy, the better their Indonesian language learning achievement. Thus, it can be said that one way to optimize students' learning achievement is by increasing their self-efficacy. Then, a significant correlation can be translated that the results stating the existence of a correlation between self-efficacy and Indonesian language learning achievement obtained by studying sample data involving 80 respondents are accurate or true (not by chance) and can be applied or generalized to all members of the existing population, namely all class X students of MAN 1 Kendari, totaling 417 students.

The results of the study that showed a positive and significant correlation between self-efficacy and Indonesian language learning achievement, as stated above, are the views expressed by Bandura (Qudsyi & Putri, 2016) who said that students with high self-efficacy tend to achieve more than students who have low self-efficacy. The study's results are also by the views of Pajares & Schunk (2005) who say that self-efficacy provides resilience and strength for students in facing all challenges faced in the learning process. Students who have self-efficacy are able and capable of mastering the several learning tasks given and can regulate their learning so that achievement in the academic field is very likely to be achieved. The same statement is also stated by Walsh (cited in Tuhardjo et al., 2016) who says that high self-efficacy will direct individuals (students) to a set of challenging targets (learning outcomes) and not give up on getting them.

The results of this study reinforce the general view of the positive contribution of self-efficacy to student learning achievement which says that students with high self-efficacy believe that they are able to carry out learning activities and achieve learning goals well compared to students with low self-efficacy. Students are able to solve problems, and are able to complete the tasks given well, and achieve maximum learning achievement. Students who have high self-efficacy basically have high self-confidence and motivation to learn compared to students who have low self-efficacy. Students who have low self-efficacy tend to give up easily, drag on failure and fear to try, and have low motivation to learn because they think that they are unable to learn and achieve learning goals well.

The results of this study support several previous studies that show a significant relationship between self-efficacy and learning achievement. Hindayani et al. (2019) found that self-efficacy significantly influences the economic learning achievement of XI social studies class students at SMA Negeri 5 Pontianak. Furthermore, a study by Hartati et al. (2021) through a meta-analysis study also revealed a positive and significant relationship between self-efficacy and math learning outcomes. Another study by Pratiwi & Hayati (2021) showed that self-efficacy affects the learning achievement of Borobudur University students in the class of 2016/2017. Overall, this study's results and findings from previous studies strengthen the empirical evidence that self-efficacy contributes positively to learning achievement.

Correlation of Learning interest with Learning achievement of Indonesian Language

Before explaining the correlation between learning interest and Indonesian language learning achievement, it will first be explain the level of learning interest possessed by grade X students of MAN 1 Kendari as the subjects in this study according to the results of the data analysis that has been carried out. Learning interest, which is variable X2 in this study, refers to the liking and interest of grade X students of MAN 1 Kendari that arises from within themselves towards Indonesian language learning, in this case towards learning activities, as well as the material studied based on the desire and need for the learning process to gain knowledge in the field of Indonesian Language.

In measuring the level of students' learning interest, four aspects are used as the object of measurement, namely (1) feelings of pleasure, (2) students' attention, (3) students' interest, and (4) students' involvement. In simple terms, these four aspects can be described as the feeling of pleasure students feel when learning Indonesian, students' attention in learning Indonesian, students' interest in learning Indonesian, and students' involvement in the Indonesian learning process. The process of measuring the level of students' learning interest is carried out using a questionnaire instrument. Similar to the measurement of self-efficacy variables, the results of the measurement of learning interest variables in the form of qualitative data (containing students' attitudes: strongly agree to strongly disagree) were then quantified or converted into numbers and processed to obtain an overview of the level of students' learning interest in the four aspects measured. Students' scores on the four aspects were then accumulated as a basis for justifying the level of learning interest of grade X students of MAN 1 Kendari into five possible categories, namely very high, high, medium, low, and very low.

The results showed that the level of learning interest of class X students of MAN 1 Kendari was categorized as high. This can be seen in the number of students who scored in the high category in the largest frequency and percentage, as many as 44 people (55%). Then followed by students with a very high level of learning interest, as many as 20 students (25%), and students with moderate learning interest, as many as 16 students (20%). Meanwhile, no students in class X MAN 1 Kendari had low and very low learning interest. It can be interpreted that, on average, most students in grade X MAN 1 Kendari have a high sense of liking and interest in Indonesian language learning.

Judging from the study results that show students' learning interest level in each aspect measured, the average student score in all four aspects of learning interest is categorized as high. This means that most grade X students of MAN 1 Kendari have a high feeling of pleasure when learning Indonesian, pay high attention to learning Indonesian, have a high interest in learning Indonesian, and have a high level of involvement in the Indonesian learning process. This is evidenced by the average percentage of respondents' scores on the aspect of students' attention reaching 80.31% (high category); the average percentage of respondents' scores on the aspect of students' interest reaching 77.35% (high category); the average percentage of respondents' scores on the aspect of students' feelings of pleasure reaching 73.42% (high category); and the average percentage of respondents' scores on the aspect of students' involvement reaching 70.93% (high category).

The students' learning interest level in the four aspects measured can be clearly observed from the students' answers to the learning interest questionnaire items in each aspect. In the aspect of feeling happy, it is known that most students agree that learning Indonesian must be done because mastery or good Indonesian language skills are very important in everyday life. Most students positively assess Indonesian language learning and say that the subject matter of Indonesian language is very interesting to learn. In addition, most students also feel that learning Indonesian is a fun activity.

In the aspect of students' attention, it is known that the majority of students agree that when the learning process takes place, students always pay attention to the explanation given by the teacher. Most students also stated that they were active in discussing the Indonesian language subject matter with group friends. During the process, the majority of students can create conducive classroom conditions, are not noisy, and do not do things that can disrupt the learning process such as going in and out of class and talking with friends about things that have nothing to do with the learning material.

In the aspect of student interest, it is known that most students have a high interest in learning Indonesian, including one of them when asked to do exercise questions given by the teacher. Most students immediately completed the assignments the teacher gave without delaying time. Students agreed that if given an assignment or material by the teacher, they would immediately work or study the material seriously. Most students stated that they had the courage to ask the teacher if they experienced difficulties.

In the aspect of student involvement, it is known that the level of student involvement in learning is categorized as high. The majority of students agreed that students need to equip themselves with prior knowledge about the material to be learned at school. In the learning process in class, students have a high level of participation, such as being active in discussions, asking or answering questions from the teacher, and doing all the tasks given by the teacher independently.

`

However, from the study's results, it is also known that the number of students with a moderate level of learning interest is quite large. Out of 80 respondents, 16 students or 20% of them had moderate learning interest. Students who have moderate learning interest in Indonesian Language feel that Indonesian language lessons are not too interesting to learn because it has become the Language they use in their daily lives. On the other hand, some students are less interested in Indonesian lessons because the tasks given are quite a lot, and some of them are difficult to do, especially related to tasks that involve text reading activities. Some students also find it difficult to understand the material or explanations given by the teacher, do not dare to ask the teacher, and are indifferent to the difficulties experienced by other students. In terms of involvement in the learning process, students who have moderate learning interest tend not to be actively involved in the learning process such as expressing opinions or refuting other students' opinions in the discussion process, are not enthusiastic about taking Indonesian lessons, and feel that they only need to learn Indonesian when Indonesian lessons are scheduled.

Faced with the above problems, it is necessary to have certain treatment from the teacher in the learning process that can stimulate an increase in students' learning interest. Most importantly, teachers must recognize the cause of students' lack of learning interest. Low student learning interest can be caused by various factors, including students not liking the subject matter being studied, being uncomfortable with the way the teacher teaches, the situation in the classroom, an unpleasant school environment, and inadequate facilities. After that, teachers can make corrective efforts in accordance with the main causes that have been identified. For example, utilizing existing digital media to maximize the learning process; maximizing the use of fun learning methods or strategies such as discussions, peer tutors, and so on so that learning is more interactive; creating a threat-free classroom by reducing or even eliminating the concept of giving "punishment" for student mistakes or shortcomings; and teachers can offer a variety of learning models and methods so that students avoid boredom.

The results showed that based on the results of the product moment correlation analysis using the help of the SPSS computer program, the correlation coefficient or rcount was 0.731> rtabel 0.2199 at the Sig level. 2 Tailed = $0.000 < α = 0.05$. From these results it can be explained that there is a correlation between learning interest and Indonesian learning achievement with a moderate degree of correlation strength. From the results above, it can also be seen that the correlation between learning interest and Indonesian learning achievement has a positive direction and is also statistically significant. The correlation with a positive direction shows that the higher the level of students' learning interest, the better their Indonesian learning achievement. Thus, it can be said that in an effort to optimize students' learning achievement, in addition to increasing self-efficacy, increasing students' learning interest is also very important to do because based on the results of this study, learning interest is empirically proven to contribute positively to improving students' learning achievement. Then, a significant correlation can be translated that the results stating the existence of a correlation between learning interest and Indonesian Language learning achievement obtained by studying sample data involving 80 respondents are real or true (not by chance) and can be applied or generalized to all members of the existing population, namely all class X students of MAN 1 Kendari, totaling 417 students.

The results of the study that showed a positive and significant correlation between learning interest and Indonesian Language learning achievement as stated above are in accordance with the views of several experts, including those expressed by Susanto (cited in Arafah et al., 2023) who said that interest is a very important factor in student learning activities. A learning activity carried out if it is not in accordance with the student's interest is likely to be related to and negatively affect the learning outcomes of the students concerned. With interest and the availability of stimuli that have something to do with students, students will get inner satisfaction from the learning activities. In other words, in the world of education at school, interest plays an important role in learning, because with an element of learning interest in students, students will be able to focus their attention on these learning activities.

The same statement was also stated by Slameto (cited in Harefa et al., 2023) who said that learning interest has a big influence and has a relationship with the learning process as well as learning outcomes. If the subject matter studied is not in accordance with the interests of students, students will not learn seriously, because there is no attraction for him. He seems reluctant to learn seriously, because

`

he feels he will not get satisfaction from the lesson. Subject matter that interests students is easier to learn and retain, because interest can basically foster student learning activities. Students who are interested in a subject will study it seriously, because there is an attraction for him. Students easily memorize lessons that interest them. The learning process will run smoothly when accompanied by interest. Great learning interest tends to produce high achievement, on the other hand, less learning interest will result in low achievement (Dalyono cited in Bahri & Zain, 2002).

The results of this study also support previous research, including research conducted by Rusmiati (2017) research concluded that interest in learning has an influence on learning achievement in the field of Economics studies at MA Al Fattah Sumbermulyo. Ardillah (2018) research also supports these findings, concluding that interest in learning has a major influence on the PAI learning outcomes of class X students at SMA Sanudin Pangkalan Balai. This finding shows that students' perceptions of learning interest have an important role in improving PAI learning outcomes at the school. The results of research by Hikmah et al. (2022) show that interest in learning, peers, and both together have a positive and significant influence on student learning outcomes in science subjects at SMP Negeri 31 South Konawe.

Simultaneous Correlation of Self-efficacy and Learning interest with Indonesian Learning achievement

Before explaining the correlation between self-efficacy and learning interest simultaneously with Indonesian Language learning achievement, it will first be explained about the level of Indonesian Language learning achievement possessed by grade X students of MAN 1 Kendari as the subjects in this study according to the results of the data analysis that has been carried out. Indonesian Language learning achievement, which is variable Y in this study, refers to the realization of learning achievements of grade X students of MAN 1 Kendari in the 2021/2022 academic year in Indonesian Language subjects within a certain period of time obtained through measurement and the results are presented in the form of numbers (scores). The learning achievement domain in question only includes the cognitive domain or knowledge. In this study, learning achievement data is in the form of the latest midterm exam (UTS) scores that the teacher has carried out.

The results showed that the learning achievement of class X students of MAN 1 Kendari was categorized as sufficient (C). This can be seen from the number of students who obtained scores in the moderate category (C) was in the largest frequency and percentage, as many as 34 people or 42.5%. Students who scored in the good category were 30 students or 37.5%. Students who scored in the very good category were only 2 students or 2.5%. While students who scored in the poor category were 14 students or 17.5% of the total respondents. When viewed from the level of achievement of the KKM, the number of students who have learning achievement in the poor category is the same as the number of students who do not reach the KKM (<75) or fall into the category of incomplete. The figure of 17.5% can be stated as a fairly large number as well as confirming the initial findings that the true achievement of learning achievement of students in class X MAN 1 Kendari is not in accordance with the expected situation.

The results showed that the level of achievement of class X students of MAN 1 Kendari classically only reached 82.5%, which was below the classical completeness criteria of 85%. Related to this condition, it is deemed necessary to have an action or treatment that the teacher must give to improve student learning outcomes. Through this research, it can be suggested that the forms of action or treatment referred to above include optimizing self-efficacy and learning interest, which have been empirically proven to correlate with students' learning achievement positively.

Optimization of the two aspects above can be done through provision of knowledge through seminars or training on personality, especially regarding efforts or everything related to increasing self-efficacy and learning interest. Increasing self-efficacy and learning interest can also be done through providing exercises with high intensity accompanied by appreciation for all student successes, providing proportional verbal motivation, and creating fun learning to further foster student learning interest. In addition to self-efficacy and learning interest, other psychological aspects also need to be considered such as students' attitude towards learning, talent, intelligence, and motivation to learn.

`

Efforts to improve learning achievement can also be made through improving other aspects that are also in contact or directly affect the improvement of student learning achievement, including improving the quality of learning such as the selection and use of appropriate approaches, models, media, and learning techniques. In addition, teachers are also expected to periodically continue to reflect which leads to increased ability and improved performance in organizing learning in the classroom.

Other factors outside the two variables studied (self-efficacy and learning interest) as mentioned above are still important to emphasize in efforts to improve learning achievement because based on the results of the study it is known that the majority of students' self-efficacy and learning interest are at a high level, while the majority of students' learning achievement is still at a sufficient level. This means that there are still other factors that may be highly correlated with students' learning achievement besides self-efficacy and learning interest. Thus, optimizing the role of these other factors must still be considered and carried out.

The results showed that based on the results of multiple correlation analysis using the help of the SPSS computer program, the correlation coefficient or rcount = 0.794> rtabel = 0.2199; (α = 0.05, df = N-2) at the Sig level. F Change = 0.000 < α = 0.05. From these results it can be explained that there is a correlation between self-efficacy and learning interest with Indonesian learning achievement simultaneously with a strong degree of correlation strength. From the above results, it can also be seen that the correlation that occurs between self-efficacy and learning interest simultaneously with Indonesian Language learning achievement has a positive direction and is also statistically significant. The correlation with a positive direction indicates that the higher the level of self-efficacy and learning interest of students simultaneously, the better the Indonesian Language learning achievement of students. Thus, increasing students' self-efficacy and learning interest simultaneously is very important to do because through this research it is proven that it can contribute positively to improving learning achievement. Then, a significant correlation can be translated that the results stating the correlation between self-efficacy and learning interest simultaneously with Indonesian learning achievement obtained by studying sample data involving 80 respondents are real or true (not by chance) and can be applied or generalized to all members of the existing population, namely all class X students of MAN 1 Kendari, totaling 417 students.

As stated in the data analysis section, there is a significant correlation between self-efficacy and learning interest both partially and simultaneously on Indonesian Language learning achievement with a positive correlation direction and the degree of correlation strength is in the moderate to strong category. From these results, it can be interpreted that self-efficacy and learning interest contribute positively to whether or not students' Indonesian Language learning achievement is good or not, although of course there are still other factors that contribute or influence students' learning achievement.

This study does not rule out the possibility that even if students' self-efficacy and learning interest are not high or only at a moderate level, there is a possibility that these students may have good learning achievement or even vice versa. However, even so, the researcher concludes that it is still important for students to continue to improve their self-efficacy and learning interest because at the same time they have actually tried to improve the quality of their Indonesian learning achievement. This is based on the results of the study showing that the correlation that occurs has a positive direction, which means that the higher the self-efficacy and learning interest, the better the Indonesian learning achievement of students. In addition, it is also important for students and teachers to pay attention to other factors not examined in this study so that the opportunity to achieve maximum Indonesian learning achievement can be more open to be achieved by all students of class X MAN 1 Kendari.

The results of this study are in line with several expert opinions, including those expressed by Bandura (cited in Tsang et al., 2012) who emphasizes that self-efficacy determines how students feel, think, motivate themselves, and behave, including in terms of learning. In other words, self-efficacy is the basis of motivation, as well as achievement for each student. Furthermore, Bandura (cited in Hussain et al., 2022) says that the term self-efficacy is an evaluation for a person's self related to his ability or competence to complete a task, achieve goals and overcome challenges in the learning process. Bandura believes that self-efficacy is one of the important factors to influence learner achievement.

`

The same thing is also stated by Pajares (2006) who say that students with high self-efficacy will believe that the task is a challenge not a threat, so they will minimize distractions, apply effective strategies, find learning partners, do not easily despair and can even overcome the failures faced. In contrast to students with low self-efficacy, they believe that they will not be able to carry out the task even before the task is given. As a result, they will carry out learning with doubts and fears. They will also be prone to depression and stress and may even consider dropping out.

In addition to self-efficacy, the results also show that learning interest correlates with students' learning achievement. This is in line with the expert opinion, among others, stated by Hawley (cited in Alhadi & Nanda Eka Saputra, 2017) that students who have high learning interest will do more and faster activities, compared to students who are less motivated in learning. Achievement will be better if they have high learning interest.

The same thing was also stated by Sardiman (cited in Ilham & Supriaman, 2022) who said that the learning process will run smoothly if accompanied by interest. Interest is a motivational force that causes a person to focus on a person, an object and certain activities, including in the learning process. Conversely, it is not uncommon for students to follow lessons because of an obligation, while the student has no interest in the lesson. This condition results in the desired learning objectives will not be achieved optimally.

CONCLUSION

Based on the results of the study, it can be concluded that there is a significant relationship between self-efficacy, learning interest, and learning achievement of Indonesian Language of grade X students of MAN 1 Kendari. First, self-efficacy has a positive correlation with learning achievement, with a moderate correlation strength and a correlation coefficient value of 0.695. Second, learning interest is also positively related to learning achievement, with a stronger correlation strength of 0.731. Finally, simultaneously, self-efficacy and learning interest have a strong positive correlation with learning achievement, with a correlation coefficient value of 0.794. All these relationships are statistically significant with Sig. values smaller than 0.05.

REFERENCES

Alhadi, S., & Nanda Eka Saputra, W. (2017). The Relationship between Learning Motivation and Learning Outcome of Junior High School Students in Yogyakarta. *Proceedings of the 1st Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP 2017)*. https://doi.org/10.2991/yicemap-17.2017.23

Arafah, A., Hasruddin, H., & Lubis, K. (2023). Development of a Pocket Book on Agloanema Plants on Students' Interest in Learning Biodiversity Material. *Randwick International of Education and Linguistics Science Journal*, *4*(4), 854–859. https://doi.org/10.47175/rielsj.v4i4.839

Ardillah, M. (2018). *Pengaruh Minat Belajar Terhadap Hasil Belajar Pendidikan Agama Islam Siswa Kelas X Di SMA Sanudin Pangkalan Balai*. UIN Raden Fatah Palembang.

Bahri, D. S., & Zain, A. (2002). Strategi Belajar Mengajar Jakarta: Rineka Cipta. *Jakarta: Rineka Cipta*.

Harefa, D., Sarumaha, M., Telaumbanua, K., Telaumbanua, T., Laia, B., & Hulu, F. (2023). Relationship Student Learning Interest To The Learning Outcomes Of Natural Sciences. *International Journal of Educational Research & Social Sciences*, *4*(2), 240–246. https://doi.org/10.51601/ijersc.v4i2.614

Hartati, I., Suciati, I., & Wahyuni, D. S. (2021). Pengaruh Efikasi Diri Terhadap Hasil Belajar Matematika: Meta Analisis. *Guru Tua: Jurnal Pendidikan Dan Pembelajaran*, *4*(2), 49–56.

Hikmah, N., Haliq, M. I., & Kamasari, E. (2022). Pengaruh Minat Belajar Dan Teman Sebaya Terhadap Hasil Belajar Siswa Pada Mata Pelajaran IPA. *Edumaspul: Jurnal Pendidikan*, *6*(1), 1248–1254.

Hindayani, K., Khosmas, F. Y., & Syahrudin, H. (2019). Pengaruh efikasi diri terhadap prestasi belajar ekonomi siswa kelas XI SMA Negeri 5 Pontianak. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, *8*(9). https://doi.org/10.26418/jppk.v8i9.35466

Hussain, M. S., Khan, S. A., & Bidar, M. C. (2022). Self-efficacy of teachers: A review of the literature. *Multi-Disciplinary Research Journal*, *10*(1), 110–116.

Ilham, I., & Supriaman, S. (2022). Pengaruh Metode Ice Breaking terhadap Minat Belajar Siswa di Kelas V Sd Negeri 26 Dompu. *EL-Muhbib: Jurnal Pemikiran Dan Penelitian Pendidikan Dasar*, *5*(2), 60–70. https://doi.org/10.52266/el-muhbib.v5i2.721

Karmila, N., & Raudhoh, S. (2021). Pengaruh efikasi diri terhadap kemandirian belajar siswa. *Pedagonal: Jurnal Ilmiah Pendidikan*, *5*(1), 36–39. https://doi.org/10.55215/pedagonal.v5i1.2692

Lestari, I. (2015). Pengaruh waktu belajar dan minat belajar terhadap hasil belajar matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, *3*(2).

Pajares, F. (2006). Self-efficacy during childhood and adolescence. *Self-Efficacy Beliefs of Adolescents*, *5*(1), 339–367.

Pajares, F., & Schunk, D. (2005). Self-efficacy and self-concept beliefs. *New Frontiers for Self-Research, March H. Craven R, McInerney D (Eds.). Greenwich, CT: IAP*.

Pratiwi, I. W., & Hayati, H. (2021). Efikasi Diri dan Pengaruhnya terhadap Prestasi Belajar Mahasiswa. *SOSIOHUMANIORA: Jurnal Ilmiah Ilmu Sosial Dan Humaniora*, *7*(1), 15–23. https://doi.org/10.30738/sosio.v7i1.8813

Qudsyi, H., & Putri, M. I. (2016). Self-efficacy and Anxiety of National Examination among High School Students. *Procedia - Social and Behavioral Sciences*, *217*, 268–275. https://doi.org/10.1016/j.sbspro.2016.02.082

Rusmiati, R. (2017). Pengaruh Minat Belajar Terhadap Prestasi Belajar Bidang Studi Ekonomi Siswa MA AL FATTAH Sumbermulyo. *Utility: Jurnal Ilmiah Pendidikan Dan Ekonomi*, *1*(1), 21–36. https://doi.org/10.30599/utility.v1i1.60

Tsang, S. K. M., Hui, E. K. P., & Law, B. C. M. (2012). Self-Efficacy as a Positive Youth Development Construct: A Conceptual Review. *The Scientific World Journal*, *2012*, 1–7. https://doi.org/10.1100/2012/452327

Tuhardjo, T., Juliardi, D., & Arief Rafsanjani, M. (2016). The Effect of Learning Effectiveness and Self-Efficacy on Intermediate Financial Accounting I Learning outcome. *IOSR Journal of Humanities and Social Science*, *21*(09), 01–09. https://doi.org/10.9790/0837-2109080109

Waluya, E. B., Hakim, L., & Sakti, N. C. (2019). Pengaruh Minat dan Motivasi Terhadap Hasil Belajar Insert Ekonomi Syariah dengan Intervening Kecerdasan Spiritual Pada Mata Pelajaran Ekonomi di Madrasah Aliyah Kota Malang. *Jurnal Penelitian*, *13*(2), 325–352.