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Relationship Between Self-Efficacy and Students' Learning Interest with Gender as a Moderator

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Abstract

Students' learning interest must be continuously nurtured so that their learning interest will increase. However, along with the rapid advancement of technology, it can have a negative impact on students' learning interest. High learning interest can encourage students to devote attention, energy and time to learning activities, thereby improving the quality of the learning process and outcomes. The purpose of this study was to determine whether there is a relationship between self-efficacy and students' learning interest with gender as a moderator at MA Darussolihin NW Kalijaga. This study uses a quantitative approach using correlational and comparative methods. The measuring instruments in this study are aspects of learning interest according to Hurlock which are adapted from Pangestuti's research in 2012. and a self-efficacy scale compiled based on aspects of efficacy according to Bandura which are adapted from Hasin's research in 2018. The number of samples is 96 students. Sampling was carried out using the purposive sampling method. The results of the study showed that the significance value of the learning interest variable and the self-efficacy variable was $0.00 < 0.05$, so the variables were said to be correlated. The correlation level between variables was 0.522, so the variables were said to be correlated. While the description of the level of learning interest of male and

female students obtained a sig. value of $0.011 > 0.05$, so the average value of learning interest of male and female students was the same.

Keywords: *Learning Interest, Self-Efficacy, Gender*

Introduction

Education is an active process planned well in advance with the aim of achieving specific goals. Good education will produce knowledgeable and productive human resources.¹ Education has become one of the human needs. Education plays an important role in developing high-quality human resources. The success of the educational process in schools is not only determined by external factors such as the curriculum and the quality of teaching but is also influenced by internal factors within the students, one of which is the interest in learning²

Interest in learning is one of the important factors that affect the success of the learning process. Interest in learning can be defined as an individual's drive to engage and be interested in learning activities. High interest in learning can encourage students to devote attention, energy, and time to learning activities, thereby improving the quality of the learning process and outcomes.³

Interest in learning is important for students for several reasons, namely; first, it increases motivation, students with a high interest in learning tend to be more motivated to actively engage in the learning process, show perseverance, and work harder to complete their tasks.⁴ Second, improving academic achievement, recent research shows that students with a high interest in learning tend to achieve better

¹Novitasari, D. R. (2012). Development of English Learning Media for First Grade Students at State Elementary School 15 Sragen. Speed-Center for Engineering and Education Research, 2(1).

² Slameto (2010). Learning and the Factors that Influence It. Jakarta: Rineka Cipta

³ Slameto (201s). Learning and the Factors that Influence It. Jakarta: Rineka Cipta

⁴Renninger, K. A., & Hidi, S. E. (2019). *The Cambridge handbook of motivation and learning*. Cambridge University Press.

grades and attain learning outcomes compared to those with low interest in learning.⁵ Third, encouraging deeper learning, students with a strong interest in learning are usually engaged in more in-depth learning. They tend to use more effective learning strategies, such as elaboration and organization of information, which leads to better understanding. ⁶Fourth, increasing satisfaction and enjoyment in learning, students who have a high interest in learning tend to experience a sense of satisfaction and enjoyment when engaged in the learning process. This can enhance their engagement and perseverance in learning. Lastly, developing self-potential, a strong interest in learning can help students explore and optimally develop their potential, enabling them to achieve academic success and better preparation for the future.⁷ A strong interest in learning is an important factor for students; therefore, nurturing and maintaining students' interest in learning is very important in educational practice

The advantages for students who have a high interest in learning, as explained in why learning interest is important for students, include: increased motivation and engagement, higher academic achievement, generally better learning outcomes, the use of more effective learning strategies, a greater sense of satisfaction and enjoyment in learning, and the development of personal potential. ⁸

The interest in learning within students must be continuously nurtured so that their interest in learning will increase. However, with the rapid advancement of technology, it can have a negative impact on students' interest in learning. Many factors can decrease students' interest in studying, including the abundance of

⁵Rotgans & Schmidt, (2017). The relation between individual interest and academic achievement in dynamically integrated learning environments. *The British Journal of Educational Psychology*, Vol. 49, 57-69

⁶ Linnenbrink-Garcia, Patall, & Messermit, (2018). Antecedents and consequences of situational interest. *The British Journal of Educational Psychology*, Vol. 4, 611-635

⁷ Harackiewicz, J. M., & Prinski, S. J. (2018). Improving Student Outcomes in Higher Education: The Science of Targeted Intervention. *Annual review of Psychology*, Vol. 69, 409-435

⁸ Harackiewicz, J. M., & Prinski, S. J. (2018). Improving Student Outcomes in Higher Education: The Role of Achievement Goal Theory. *Social Issues and Policy Review*. Vol. 1, 229-245

entertainment, games, and TV shows that can distract students from their textbooks. Additionally, there are many entertainment venues that consume time that could be spent studying, such as malls, karaoke, recreational places, and play stations.⁹

One of the factors that influence students' interest in learning is self-efficacy. (self efficacy). Self-efficacy is an individual's belief in their ability to complete tasks and achieve specific goals. (Bandura, 1997). Students with high self-efficacy tend to have better motivation and perseverance in learning, which positively impacts their interest in studying. Conversely, students with low self-efficacy tend to give up easily when facing difficulties and are less diligent in their studies. This can negatively affect their interest in learning.¹⁰

Loo & Chony state that there is a significant positive relationship between students' learning interest and their self-efficacy. Students with a high learning interest tend to have stronger self-efficacy, which in turn contributes to better academic achievement.¹¹ Velayutham et al., in their research, showed that students with a high interest in learning science tend to have stronger self-efficacy in managing their own learning processes.¹²

Based on initial observations at MA Darussolihin Nw Kalijaga, indications of differences in learning interest between male and female students at the school were found. Male students tend to have lower self-efficacy compared to female students. Additionally, it was found that students have a decreasing interest in learning due to low self-efficacy. To improve and foster self-efficacy, several influencing factors also need to be considered. One of the factors affecting self-efficacy is gender

⁹ Djamarah, S. B. (2011). *Learning Psychology*. Jakarta. Rineka Cipta.

¹⁰ Santrock, J. W. (2011). *Educational psychology*. New York: McGraw-Hill

¹¹ Loo, , C. W., & Chony, J. L. F. (2013). Sources of self efficacy influencing academic performance of engineering students. *American Journal of Educational Research*, Vol 3, 86-92

¹² Velayutham, S., Aldridge, J.M., & Fraser, B (2012). *Gender differences in student motivation and self-regulation in science learning: a multi-group structural equation modeling analysis*. *Internasional Journal of Science and Mathematics Education*. Vol. 6. 15

differences¹³ A study conducted by Kaur & Arrepattamannil found that, in general, female students show a higher interest in learning compared to male students. This difference is very significant in subjects such as language, arts, and social sciences, but no significant difference was found in subjects such as mathematics and science. The factors influencing it, such as parental expectations, culturally ingrained gender roles, and school learning experiences, are suspected to be the causes of this difference.¹⁴

Gender is a social and cultural construct that distinguishes masculine and feminine characteristics between men and women.¹⁵ Gender is not the same as biological sex; rather, it is a set of roles, behaviors, activities, and attributes that are considered appropriate for men and women in society at a given time.¹⁶ Gender roles are the roles expected of men and women according to the social and cultural constructs of society.¹⁷ Gender roles encompass the division of labor, responsibilities, and participation between men and women in various aspects of life.¹⁸ Gender roles can change with the passage of time and the evolution of societal awareness.¹⁹

¹³ Putri, D. A. W. M., & Widyana, R. (2021). The role of parental involvement perception and the social role of teachers in the academic self-efficacy of students in online learning during the pandemic. *Journal of Counseling and Education*, 9 (2), 139-146;

¹⁴ Kaur, G., & Arrepattamnnil, S. (2021). *Gender differences in academic interest and achievement among secondary school students in India. Internasional Journal of School & Educational Psychology*, 9(1), 22-33

¹⁵Siti Muslikhati (2020), Gender Definition and Gender Roles in Indonesian Society. *Jurnal Perempuan*, Vol. 25, No. 2

¹⁶ Dewi Susilowati (2017), Gender Perspective in Indonesian Development. *Jurnal Ilmu Sosial dan Ilmu Politik*, Vol. 21, No. 2

¹⁷ Nurul Hidayati (2021), Social Construction of Gender Roles in the Family, *Jurnal Studi Gender dan Anak*, Vol. 7, No. 1

¹⁸ Riant Nugroho (2013), Understanding the Concept of Gender and Its Application in Life. *Jurnal Perempuan untuk Pencerahan dan Kesenjangan*, Vol. 18, No. 3

¹⁹ Diah Arumi Sari (2019), Gender Identity and Gender Roles in Society. *Jurnal Psikologi Sosial*, Vol. 15, No. 1

Chan conducted research on gender disparities in self-efficacy, interest, and aspirations in science, technology, and engineering, where girls are more likely to show lower levels of self-efficacy compared to boys. This is associated with a lower interest in STEM and a lower motivation to pursue STEM careers. His research supports the moderate effect of traditional gender role beliefs and finds that gender differences in self-confidence, interest, and aspirations in STEM are more pronounced among students who endorse stereotypical views of male and female roles.²⁰ In addition to self-efficacy, gender factors are also suspected to have an influence on students' learning interests. Several studies have shown differences in learning interests between male and female students, which can be caused by social, cultural, and psychological factors..²¹

Based on the background above, it was found that previous research only examined the relationship between learning interest and self-efficacy. This study adds the gender moderation variable to the learning interest because there is an interrelated relationship. Therefore, this research aims to determine the relationship between self-efficacy and students' learning interest with gender as a moderator at MA Darussholihin NW Kalijaga.

Research Method

This study uses the correlational method. The correlational method is one of the various types of quantitative research methods used in evaluation. Especially to detect the extent to which variations in one factor are related to variations in one or more other factors based on the correlation coefficient.²² his research will then obtain

²⁰ Randolph CH Chan (2022). Social cognitive perspective on gender disparities in self-efficacy, interest, and aspiration in science, technology, engineering, and mathematics (STEM): the influence of cultural and gender norms. *International Journal of STEM Education*

²¹ Djaali.(2013). *Educational psychology*. Jakarta: Bumi Aksara.

²² Ardiawan, K. N., Sari, M. E., Abdullah, K., Jannah, M., Aiman, U., & Hasda, S. (2012). QUANTITATIVE RESEARCH

information about the degree of the relationship that occurs, rather than the presence or absence of the effect of one variable on another. The researcher uses correlational quantitative methods to measure the relationship between self-efficacy and gender on the learning interest of students at MA Darussholihin Nw Kalijaga. The population in this study consists of 380 students from MA Darussholihin Nw Kalijaga. The sampling technique used in this research is Purposive Sampling, which is a sample determination technique based on specific criteria. The subjects needed for this research amount to 100 people.

The Learning Interest Scale in this study is constructed based on the aspects of learning interest according to Hurlock, adapted from Pangestuti's research in 2012.²³ The learning interest scale consists of 30 items, all of which are valid, so no items were discarded, with a Cronbach's Alpha value > 0.6 . The self-efficacy scale in this study was constructed based on Bandura's efficacy aspects, adapted from Hasin's 2018 research.²⁴ The self-efficacy scale consists of 18 items, all of which are valid, so no items were discarded with a Cronbach's Alpha value > 0.6 . The analysis technique used in this study employs Moderated Regression Analysis (MRA) assisted by SPSS version 25.

Results and Discussion

The data analysis used in this research is the Moderated Regression Analysis (MRA), which can be seen more clearly in table 1

²³Pangestuti, D. A. (2012). The Influence of Learning Interest and Learning Discipline on Accounting Learning Outcomes in the Basic Competence of Preparing Financial Statements for Trading Companies in Class X Accounting Expertise Program Students at SMK Sultan Fattah Demak for the 2011/2012 Academic Year. Obtained from <http://lib.unnes.ac.id/19029/1/7101408020.pdf1..>

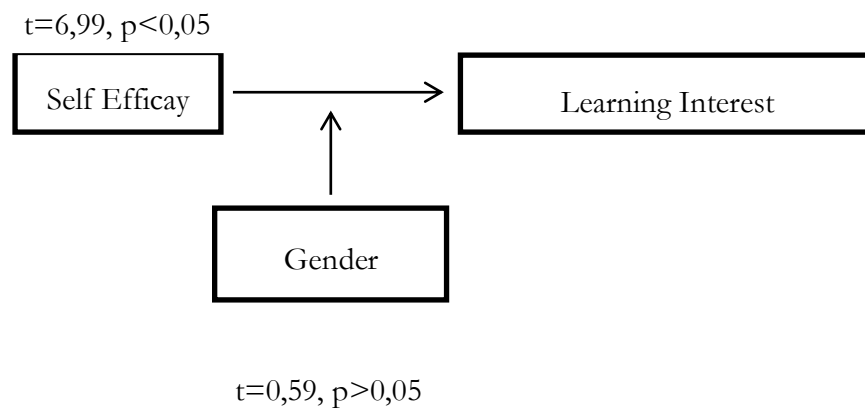
²⁴Hasin, M. (2018). The influence of self-efficacy on the problem-solving ability of XI IPA students at MA Miftahul Ulum Jatioro Lumajang (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).

Table 1 Data Analysis Results

Model	t	p	R
Model Summary			0,31
Self efficacy	6,99	<0,05	
Moderasi	0,59	>0,05	

Dependen; Learning Interest

Figure 1 Research Framework



Based on the model summary results with an r value of 0.31 (31%), it explains that the level of Self-Efficacy Relationship to Students' Learning Interest with Gender as a Moderator, and the remaining 69% is influenced by other variables outside the study. In the t-test related to the variable of learning interest towards self-efficacy, there is a t-value of 6.99 with a significance of $p<0.05$, indicating that self-efficacy partially affects learning interest. In the t-test related to the variable of gender in moderating the relationship between self-efficacy and learning interest, there is a t-value of 0.59 with a significance of $p>0.05$, indicating that the gender variable does not strengthen the relationship between self-efficacy and learning interest.

This study aims to explain the relationship between self-efficacy and students' interest in learning, as well as the differences in interest in learning and self-efficacy between male and female students. Based on the results of the data analysis from the

two tested hypotheses, it was found that one of the two research hypotheses was rejected. The first hypothesis in this study is accepted, based on the significance value of the learning interest variable and the self-efficacy variable of $p = 0.00 < 0.05$, which means that these two variables are said to be correlated. The correlation level between the variables is 0.522. Based on this correlation value, it can be said that the direction of the correlation is positive. This indicates that the higher the self-efficacy, the higher the students' interest in learning.

The results of this study are supported by various previous studies indicating that there is a relationship between self-efficacy and learning interest, one of which is the research conducted by Muhamad Sandi (2017) which found that self-efficacy has a relationship or correlation with learning interest. Therefore, it can be said that self-efficacy is very important for students to enhance their learning interest.²⁵

A high interest in learning can also help students to enhance their knowledge; with a strong sense of curiosity, individuals tend to explore various topics, deepening their understanding. The average student has a low interest in learning. To increase that interest in learning, high self-efficacy is needed. This is reinforced by the research of Laila Anjumil Musyarofah in 2020, which states that there is a positive correlation between self-efficacy and learning interest, meaning that the higher the self-efficacy, the higher the learning interest.

The second hypothesis can be determined to be not significant or rejected, as the average value of learning interest with a sig. value of $0.011 > 0.05$ indicates that the average learning interest of male and female students is the same. Based on the data, this indicates that there is no difference in the level of learning interest between male and female students. This is in contrast to the research conducted by Chan

²⁵Sandi, M. (2017). The relationship between self-efficacy and students' interest in learning. *Psikoborneo: Journal of Psychological Science*, 5(2).

(2022), which revealed that there is a difference in the level of learning interest between male and female students..²⁶

Furthermore, self-efficacy can be influenced by several factors, one of which is the nature of the tasks faced. This is evidenced by the initial observation results, which indicate that the higher the difficulty of the tasks received by an individual, the more it will affect that individual's assessment of their own abilities. The more complex the tasks received, the lower the individual's assessment of their own abilities will be.

Based on this, it can be concluded that male and female students with high self-efficacy will develop a good interest in learning. The higher the self-efficacy, the higher the students' interest in learning. Conversely, the lower the self-efficacy, the lower the students' interest in learning. According to the research results, the average interest in learning of MA Darussholihin NW Kalijaga students is 0.011.

Conclusion

Based on the results of data analysis and discussion, it can be concluded that there is a significant relationship between learning interest and self-efficacy of MA Darussholihin NW Kalijaga students with a positive direction of the relationship. The higher the self-efficacy, the higher the students' interest in learning. Moreover, the level of learning interest among male and female students does not differ; in other words, the average learning interest of male and female students is the same. The researchers conclude their recommendations for both practical and theoretical purposes for those who will study with similar variables. For future researchers interested in developing studies on learning interest, it is advised to consider other

²⁶Randolph CH Chan (2022). Social cognitive perspective on gender disparities in self-efficacy, interest, and aspiration in science, technology, engineering, and mathematics (STEM): the influence of cultural and gender norms. *International Journal of STEM Education*

factors that influence learning interest as well as the characteristics of the sample or other categories

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