

The Correlation Between Perceived Pesantren Values And Self-Efficacy Towards Student Learning Motivation

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ABSTRAK

This study aims at examining the correlation between values and the students' self-efficacy towards the student learning motivation in the pesantren. This is qualitative research that is performed using statistical analysis. The population was composed of 227 students from the Pondok Pesantren Sumber Mas Ganding in Sumenep and a sample of 145 students was taken from the total. To analyze the data, multiple linear regressions performed by classic regression assumption and hypothesis evaluations comprising Concurrent and Partial Tests were used. After testing, a coefficient of determination (R^2) was formed to determine the suitability of the regression model. The results showed that all Sig. were greater than $\alpha = 0.05$. Therefore, the pesantren values and the students' learning efficacy were shown to have significant effects on learning motivation. Also, an increase in pesantren scores and the learning efficacy by one unit each enhanced the motivation by 0.482 and 0.481 respectively

INTRODUCTION

Pesantren or Islamic boarding schools are a part of the national educational system and historically contain Islamic meanings and indigenous Indonesian connotations. Hence, the religious propagators Islamized the pesantren by acculturating the religious values with the local cultures. The physical form, educational model, and the pattern of relationships between the Kiai or pesantren leaders, and the santri or Islamic students adopted the previous education system known as Hindu-Budha. This institution was an acculturation form that made the pesantren inseparable from earlier developed traditions (Dahlan, 2017).

As an educational institution, pesantren organize systems with Islamic sciences as learning materials and study with the use of classical books. Therefore, the purpose of education in this institution is to produce Muslims who possess deep knowledge and understanding of Islamic sciences. These individuals also practice them as daily guides by emphasizing the importance of morals in social life (M. Ali Mas'udi, 2015; Ma'rifah & Mustaqim, 2015).

To achieve the goals listed above, pesantren instill and maintain the preservation of Islamic values that are reflected in the santris' personalities accustomed to simplicity,

selfless learning, responsibility, and high solidarity (Muhakamurrohman, 1970). Also, these values are needed during study at the pesantren and are implemented by the ustad, who is the Islamic teacher, in various practices. These include both the learning process, as well as extra-curricular activities. The values internalized by the santri spirit produce strong confidence to achieve success in studies, as well as inspire the performance and punctual completion of tasks. It also motivates the santri to carry out academic and non-academic learning activities.

Based on the explanation described above, the interest of this research is to examine the correlation between the pesantren values and the self-efficacy towards santri learning motivation. The problems faced in the study were the connections between the pesantren values and learning motivation, and also self-efficacy, as well as between self-efficacy and motivation of the santri at the Sumber Mas Ganding Islamic boarding school in Sumenep

Pesantren Value

Values are components of a belief system and are the basis for an individual to act or behave and relates to the appropriacy, inappropriacy, or avoidance of actions. Every choice made by an individual or group, both about the outcome or goal and the means of achievement is based on values. Therefore, a person's thoughts and decisions regarding what is considered right, good, or permissible are contained in it (El Iq Bali & Fadli, 2019). Values are also interpreted as thoughts, ideas, or concepts about whatever is considered important in an individual's life. The truth of value does not require empirical evidence but is more related to the appreciation of wanted or unwanted, as well as liked or disliked situations. Therefore, value is contained in every choice made by a person or group, both concerning the result or goal and the way to achieve it. Also, a person's thoughts and decisions regarding what is considered right, good, or permissible are contained in it.

Pesantren is an institution where values for santri are maintained and inherited through learning activities and emphasizes the importance of values as acts of morality. These consist of sincerity instilled to achieve futuristic acceptance with Allah, along with simplicity implying that they must appear naturally as they are, and not flaunt wealth or display poverty. Another act is independence by inculcating attitudes of mutual help and cooperation, or at least not burdening others. The independence and responsibility embedded in the mentalities of the santri allow a more functional direction of activities towards achieving learning success. Also included were brotherhood and cooperation in carrying out joint tasks and humility in conducting interactions and relationships. Additionally, there were values related to the students' personalities, specifically honesty, responsibility, healthy lifestyles, discipline, hard work, confidence, logical thinking, independence, curiosity, and a love for knowledge (Zuhriy, 2011)

In 2015, Mukhibat emphasized that pesantren education was based on several principles. These included theocentric, where all educational activities are viewed as worship and devotional forms to Allah SWT and volunteering in the performance of

services to God and fellow humans. Another was wisdom which is reflected in attitudes of patience, humility, moderation, and obedience to the religious law provisions to achieve the desired goals without inflicting harm on others. An attitude filled with wisdom creates openness, inclusivity, and moderation in the spirit of the students. Simplicity was another principle and means to act or behave within reasonable limits. Also mentioned were collectivity which means prioritizing public interests over personal interests and togetherness in performing various daily activities under the guidance of Kiai or teachers. Additionally, brotherhood, unity, and cooperation are manifested by experiencing pleasure and difficulty together and finding solutions unitedly. Finally, there was freedom of expression in various forums and opportunities without neglecting the applicable rules or norms, along with discipline and never giving up when faced with various challenges or difficulties.

Self Efficacy

Self-efficacy refers to the power to be personally motivated, as well as the manner of thoughts, desires, and wishes, and the sense of performing an activity which strengthens the resistance to remain in unwanted situations. An individual with low or weak *self-efficacy* tends to avoid challenges and obstacles (Rahmawati et al., 2017; Peechapol, et.al. 2018; Ahmad & Safaria, 2013). Such a person will often be in doubt when finding solutions to problems, as well as display apathy or inferiority when facing them. Conversely, a person with high or strong *self-efficacy* tends to be self-motivated, resilient, and diligent with high courage and self-confidence. Such an individual is serious and has a high desire or expectation in completing tasks. (Jain, & Desai, 2000: 713). Furthermore, it gives a choice of behaviors or activities to be performed and is believed to have the ability to overcome various problems faced and also complete assigned tasks (Sebayang, 2017; Nielsena, et.al, 2019; Christophe, 2019).

This can be identified through several indicators that include Individual or mastery experience in achieving success which, according to Tsang, *et al.* (2012, p. 3), fosters a strong self-efficacy due to the authenticity. Therefore, past successful experiences give high *self-efficacy*. Also, the experience of others or vicarious experiences in achieving success or failure influences the fostering of *self-efficacy* and self-confidence in a person. Another indicator was verbal persuasion in the form of guidance, directions, instructions, or advice from others which fosters confidence in the completion of tasks and, therefore, encourages success in studies (Kurnia et al., 2018; Wilde & Hsu, 2019). Lastly, the physical and emotional conditions of a person may indicate an unwanted situation that can be avoided (Benawa, 2020).

Self-efficacy consists of several aspects, specifically *Magnitude*, which is related to the difficulty level while completing a task at hand, *Generality*, referring to the belief in the completion of diverse tasks. Finally, *Strength* denotes the ability to finish tasks and achieve success following the desired goals (Wijaya, Kristian Florensio; Mbato, 2020 Ibsahrodan, 2020; Domenech-Betoret et al., 2017). (Firmansyah,, et.al. 2018;

There are several psychiatric processes involved in *self-efficacy* which include cognitive which entails thoughts that include obtaining, managing, or organizing, and conveying information. Others were motivation, which encourages one to direct and move to achieve desired goals (Gebregergis et al., 2020) and affection meaning self-

emotional management. A person's ability to react and manage emotions helps to avoid stress and depression when faced with difficult situations. Lastly, Selection refers to the ability to choose the appropriate activity in a particular situation (Alawiyah, 2017; Benawa, 2020).

Individuals with high self-efficacy tend to perform certain tasks, even when difficult (Theresya et al., 2018) and therefore, students do not view assignments as issues to be avoided. Also, individuals develop deep interests in activities and are committed to achieving the desired goals. Persons with high self-efficacy perceive failure as a result of a lack of effort, knowledge, and skills and will increase these to prevent any further failures that may arise. Even when this occurs, *self-efficacy* will be quickly regained.

Learning Motivation

Motivation denotes several internal or external processes of an individual, which causes enthusiasm and persistence while performing certain activities (Santoso et al., 2017). The indicators are a strong willingness and availability in carrying out an activity (Han & Yin, 2016), as well as the ability to voluntarily learn by leaving other activities, and a display of persistence while completing learning tasks (Amirkhanova et al., 2016) (Suprehin, 2015; Amirkhanovaa. 2016) Learning motivation is the overall driving force from within and outside a student and functions by creating a series of efforts to provide certain conditions. These are to ensure continuity and offer direction for learning; hence the goals desired by the subject can be achieved (Rahmat and Jannatin, 2018).

There are four categories of learning motivational factors which include *Arising enthusiasm* or *arousal* which provides direction on how to generate enthusiasm for students and promotes that knowledge is gained from learning (Koca, 2016; Pedditzi & Spigno, 2012). Another factor is *Generating expectations*, which gives students hope that the best knowledge and available choices are known through learning (Tokan & Imakulata, 2019). Also included are *Awards* or *incentives* which promote students to learn to achieve success and finally the *Provision of punishment and reward*. This motivation promotes students to learn well and poor study is followed by the absence of knowledgeable gain, along with a punishment e.g. such a student will not advance to the next grade (Bahous et al., 2011; Ivowi, 2001).

Concerning learning, experts distinguish between two kinds of motivation based on the source that enhances behavior, specifically intrinsic and extrinsic motivation. Intrinsic refers to encouragement from within the concerned individual, while extrinsic comes from externally (Anjomshoa & Sadighi, 2015). Therefore, extrinsic motivation is a drive from external stimuli, while intrinsic denotes behavior present in the absence of that. Therefore, these two motivation forms arise due to stimulation. Intrinsic motivation is a change in a person or a state of dissatisfaction or psychological tension. In learning activities, this motivation is needed, especially when alone. A lack of intrinsic motivation causes difficulties in performing continuous learning activities. Meanwhile, a person with this always goes ahead to learn and this desire is motivated by positive thinking that all

learned subjects will be needed and useful both in the present and in the future (Dorney, 2008; Ryan & Deci, 2000) (Saptono, 2016; Ryan, 2000; Xu, 2011, Dornyei, 1994). The characteristics of a person with strong motivation are perseverance while completing tasks even though it takes a relatively long time, resilience in overcoming various difficulties, and not easily getting discouraged. Also included are strong interests in contemporary and challenging problems, as well as independence while performing tasks. Boredom and displeasure with routine, mechanical, and repetitive tasks, defending personal beliefs and opinions, and excitement while solving problems are some other characteristics (Mujianto, 2019).

METHODOLOGY

This used a quantitative approach where all the information and data are manifested in the form of numbers and evaluated via statistical analysis (FX. Sudarsono, 1998: 4). Here, several variables are correlated with various other variables (Purwanto, 2008: 177), and the aim is to find the correlation between pesantren values and self-efficacy on students' learning motivation at the Sumber Mas Ganding Islamic boarding school, Sumenep.

Research hypothesis

Significant correlations exist between the pesantren values and the learning motivation, the students' learning efficacy and motivation, as well as the values and the self-efficacy towards the motivation of the santri at the Sumber Mas Ganding Islamic boarding school.

Population and Sample

According to Suharsimi Arikunto (2006: 130), the population is the entire study subject, while the sample is a representative part. Therefore, 227 students of Pondok Pesantren Sumber Mas Ganding Sumenep made up the total population.

Samples were taken using a *probability* method with a *simple random* technique. This is used to determine the quantity by using the solving technique $n = \frac{N}{1+Ne^2}$ where n is the number of samples, N is the population, and e is the estimated error rate which was = 5%. Hence, the size was 145 students.

Data Collection Techniques

A questionnaire was used to collect the data. According to Sugiyono (2011: 199), this technique is performed by giving a set of questions or written statements to a respondent to answer. The method was used to reveal the independent variables, specifically self-efficacy and learning motivation, as well as the dependent variable which was the students' learning independence.

Research Instruments

These were questions based on the three variables namely X_1 , X_2 , and Y . The first, X_1 , revealed the values of learning believed and maintained in the Islamic boarding schools. Indicators of this variable are learning is sincerity and devotion to God, independence in learning, and the responsibility as Muslims to achieve success in the

future. Also included are brotherhood in religious and human ties, freedom of expression, along with discipline in time and carrying out worship and duties.

Meanwhile, the second variable is self-efficacy and a person with high levels of this displays specific characteristics. These include belief in the success of overcoming obstacles, the visualization of threats as challenges not to be avoided, and persistence in trying. Other characteristics are belief in one's inherent abilities, minimal doubts, and enjoyment in finding new situations, as well as strong aspirations, and commitment to duties.

Furthermore, the third variable is the students' learning motivation. According to Sardiman (2006: 83), students with this variable have certain characteristics. These include diligence in completing tasks even though it takes a relatively long time, resilience in overcoming various difficulties, and not getting easily discouraged. Others are a strong interest in contemporary and challenging problems and independence in performing tasks. Boredom and displeasure with routine, mechanical, and repetitivetasks, as well as trying to maintain personal beliefs and opinions, and excitement in solving problems are also included.

The students' answers are categorized by giving assessments of 1 forstrongly agree, 2 for agree, 3 for doubt, 4 for disagree, and 5 for strongly disagree.

Data analysis

This consisted of several tests, specifically the validity and reliability of the questionnaire, as well as the multiple linear regressions. Before performing the regression analysis, classic regression assumption and hypothesis evaluations comprising Concurrent and Partial Tests were implemented. After all these, a coefficient of determination (R^2) was formed to determine the suitability of the regression model.

Validity and Reliability Test of the Questionnaire

Validity refers to the extent to which a measuring instrument can perform appropriately. To determine this on a questionnaire, the study used *Pearson Moment Product* correlation, which compared the correlation between the item and the total scores. A sig. value smaller than $\alpha = 0.05$ renders the item valid.

Meanwhile, reliability refers to the extent to which the results remain consistent if two or more measurements of the same symptoms are performed using an instrument. The test used was *Cronbach's Alpha* and the questionnaire is said to be reliable when this value is greater than 0.60.

Classical Regression Assumption Test

This aims to ensure that the results of the estimated parameter values in the formed regression model are not biased and are scientifically justifiable. This test consists of four types, specifically the Multicollinearity, Independent, Heteroscedasticity, and Normality tests. The expected decision is the absence of multicollinearity between the independent variables, and errors that are independent of each other, not heteroscedastic, and are normally distributed.

Multiple Linear Regression Analysis

To determine the pattern of the correlation between the independent and dependent variables, this analysis is used. The expected model is as follows:

$$y = a + b_1x_1 + b_2x_2 + \varepsilon$$

Description:

y = Santri Learning Motivation, x_1 = Pesantren Value, x_2 = Santri Learning Efficacy

b_1, b_2 = Regression Coefficient, a = Constants/Intercept, ε = Error/Residual

After estimating the values of a, b_1, b_2 , statistical tests were performed and included the coefficient of determination (R^2), partial (t-test), and simultaneous (F-test).

RESULTS AND DISCUSSION

Respondent Description

The respondents were students of the Sumber Mas Ganding Islamic Boarding School in Sumenep and consisted of 63 males and 82 females at proportions of 43.45% and 56.55% respectively. There were 23 students aged between 12 to 15 years, 67 between the ages of 15-28 years, while 55 were 28 years and above at quantities of 15.86%, 46.21%, and 37.93% successively. Additionally, 9 students came from urban areas and about 136 people were from rural areas at proportions of 6.21% and 93.79% consecutively.

Validity and Reliability Test Results

Based on the validity test, the significant value for each statement was less than $\alpha = 0.05$, and every statement on the Islamic Pesantren Values (X1), Learning Efficacy (X2), and Learning Motivation (Y) were concluded to be valid.

Meanwhile, the values of the reliability test are as follows,

Table 1

Reliability test results

Variable	Cronbach's Alpha values	Description
X1	0.861	Reliable
X2	0.943	Reliable
X3	0.879	Reliable

Based on the table above, the Cronbach's Alpha values for each statement on the three variables were more than 0.6, and, therefore, concluded to be reliable.

Classical Assumption Test Results

Multicollinearity Test

This is used to determine the presence of a perfect or near-perfect correlation between the independent variables. Multicollinearity is expected not to occur and is measured by a *Variance Inflation Factor* (VIF) value of less than 10.

Table 2. The *Variance Inflation Factor* (VIF) Value of each Independent Variable

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)	-	-
	x1	0.930	1.075
	x2	0.930	1.075

Based on the results of the SPSS in Table 2, the VIF value of each independent variable was less than 10, hence the independent variable showed no symptoms of multicollinearity.

Normality test

The *One-Sample Kolmogorov-Smirnov* test was used to determine the nature of the error as a normal distribution. An *Asymp.Sig.* value greater than $\alpha = 0.05$ is concluded to be a normally distributed error.

Table 3. The Results of *One Sample Kolmogorov-Smirnov Test*

N		145
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	5.78030384
Most Extreme Differences	Absolute	0.062
	Positive	0.062
	Negative	- 0.033
Test Statistic		0.062
Asymp. Sig. (2-tailed)		0.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Based on table 3, the *Asymp. Sig. (2-tailed)* had a value of 0.200 which was greater than $\alpha = 0.05$, and the error was, therefore, concluded to be normally distributed.

Heteroscedasticity Test

This is used to determine the difference in residual variance for all the error data in the regression model. Heteroscedasticity was not expected to occur and was measured by the Glejser test. This was the F test in the linear regression analysis where the dependent variable was the absolute error value of the regression model of this study, while the

independent variable used was obtained from the regression model. Therefore, Heteroscedasticity is said not to occur in the decision making if the *Sig.* is more than $\alpha = 0.05$.

Table 4. Glejser Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	54.307	2	27.153	2.033	0.135 ^b
	Residual	1896.984	142	13.359		
	Total	1951.291	144			

a. Dependent Variable: abs_res

b. Predictors: (Constant), x2, x1

Based on table 4, the *Sig.* was 0.135, apparently greater than $\alpha = 0.05$, and, therefore, it was decided that heteroscedasticity did not occur.

Independent Test

This aims at testing the presence of a correlation between the errors in the *t-period* and *t-1* or previous periods in a linear regression model and the occurrence is called autocorrelation. The errors were expected to be mutually independent, i.e. an absence of autocorrelation, and were evaluated using the *Runs Test*. Decision making or autocorrelation do not occur if *Asymp. Sig.* (2-tailed) is greater than $\alpha = 0.05$.

Table 5. Test Runs

Test Value ^a	-0.15620
Cases < Test Value	72
Cases >= Test Value	73
Total Cases	145
Number of Runs	84
Z	1.751
Asymp. Sig. (2-tailed)	0.080

a. Median

Based on table 5, the *Asymp. Sig.* (2-tailed) had a value of 0.080, which was greater than $\alpha = 0.05$, and the error was concluded to be mutually independent with no autocorrelation.

Results of Multiple Linear Regression Analysis

Model	Regression Coefficient (b _i)	T _{count}	Sig.	Description
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(Constant)	12.099	-	-	-
x1	0.482	3.508	0.001	Significant
x2	0.481	8.241	0.000	Significant
Calculation	Result	Sig.	Description	
F _{count}	51,297	0,000	Significant	
R-Square (R ²)	41,90%	-	Quiet good	

According to the table above, the F or Concurrent Test was indicated by the values of $F_{\text{count}} = 51.297$ and $\text{Sig.} = 0.000$, which were greater than $\alpha = 0.05$. Hence, at least one independent variable had a significant effect on the dependent variable. Therefore, the test was continued to partial or *t*-test.

Also, the T_{count} values of the variables X_1 and X_2 were 3.508 ($\text{Sig.} = 0.001$) and 8.241 ($\text{Sig.} = 0.000$) respectively. Therefore, all the Sig. values were greater than $\alpha = 0.05$ and the X_1 or pesantren values, as well as the X_2 variable or Santri Learning Efficacy, had significant effects on the Y variable which was the santri learning motivation.

From the results of these two tests, a multiple linear regression model was formed,

$$y = 12,099 + 0,482x_1 + 0,481x_2 + \varepsilon$$

This equation showed that a rise in the pesantren values and the students' learning efficacy by one unit increased the students' learning motivation by 0.482 and 0.481 respectively.

Discussion

The results showed a correlation between the believed pesantren values and the students' learning motivation. Pesantren is the oldest Islamic educational institution in Indonesia and the presence coincided with the arrival of Islam, mainly on Java Island. However, the influence is not extensively discussed because of the tendency to be exclusive and traditional. Therefore, in the modern era, the challenge of pesantren in improving the quality of human resources is increasingly complete, considering that the map of competition towards the digital era 4.0 is very tough. The success in fostering students is not a fortune, although there are distinctive underlying educational values. Several soft dimensions affect individual and organizational performance systems, particularly values, beliefs, cultures, and behaviors. Also, the values of the pesantren strengthen the mentality of the santri (El Iq Bali & Fadli, 2019) and this can be realized by continuing to develop the students' learning motivation.

Relevant research by Nugrahini (2013) titled "The Correlation Between Religiosity and Motivation for Learning Islamic Religious Education in Class XI SMA IT Abu Bakar

Yogyakarta” showed that these students have relatively high religiosities and learning motivations. After the data had been analyzed using the product-moment correlation, a significant correlation was shown between religiosity and learning motivation in Islamic Education. This means that the higher the level of religiosity, the greater the motivation to learn and vice versa. Therefore, the religiosity levels were classified as significant as 56.06% of the sample had high scores, while 39.39% had sufficient marks. The level of student motivation was also high as 43.93% had high grades, while 46.97% had sufficient scores.

The results of the research above were corroborated by the findings of Monika & Adman (2017), where self-efficacy and student learning motivation were shown to have partial and simultaneous effects on learning outcomes. Partially, there was a strong correlation between student self-efficacy with learning outcomes, as well as learning motivation and outcomes. The research also showed a simultaneous correlation between self-efficacy, student motivation, and learning outcomes. In improving the learning outcomes, therefore, the roles of self-efficacy and student motivation are needed. Putri & Rustika (2018) also emphasized that independence and self-efficacy simultaneously contributed 33.1% to the achievement of motivation in superior class students of SMA Dwijendra Denpasar. The conclusions obtained were simultaneous and significant roles of independence and self-efficacy in this achievement. However, independence did not play a significant role, while self-efficacy solely had a substantial effect on the class.

Furthermore, Sufirmansyah in 2015 emphasized that self-efficacy affects the motivation of the Postgraduate students of the Islamic Education Study Program of the Kediri State Islamic College by 50.2%, while the remaining 49.8% are influenced by other factors. Meanwhile, the effect of self-efficacy on student achievement in this College through motivation as an intervening variable was 82.4%, while 17.6% were influenced by other factors. All had smaller significance levels than 0.005 meaning that self-efficacy is a useful predictor in determining student achievement. Therefore, a correlation was concluded to exist between the pesantren's believed values and students' self-efficacy simultaneously towards the students' learning motivation. Also, a rise in the pesantren values and the students' learning efficacy by one unit increased the students' learning motivation by 0.482 and 0.481 consecutively.

CONCLUSION

Based on the results and discussion, the Pesantren Values, and Learning Efficacy were deduced to have positive and significant effects on Santri learning motivation at the Sumber Mas Ganding Islamic boarding school, and the Pondok Pesantren Sumber Mas Ganding in Sumenep. Also, it was suggested that teachers reinforce the belief in values that promote motivation to improve learning outcomes. Finally, teachers were advised to strengthen students' self-efficacy to further increase student learning motivation.

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