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Student Learning Motivation on Islamic Boarding School with Self-Efficacy As a Mediation Variable

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Abstract

Motivation is an important factor in the learning process. For students at As-Syifa Integrated Islamic High School Boarding School Wanareja, which has a dormitory system and a high learning intensity, learning motivation becomes a key factor in education. Therefore, this study aims to analyze students' learning motivation in the pesantren, with self-efficacy as a mediating variable in economics. This type of research is quantitative research. This study uses the population of As-Syifa Boarding School Wanareja Integrated Islamic High School. The sample of this study was 270 students from classes X, XI, and XII. The data analysis technique used in this research is SEM-PLS which is processed with SmartPLS 3.0 software. The results of research conducted on economic subjects at As-Syifa Boarding School Wanareja Integrated Islamic High School are 1) Learning intention has a significant effect on self-efficacy, 2) Learning intention has a significant effect on student learning motivation, 3) Parental support is influenced by self-efficacy, 4) Parental support is influenced by student learning motivation, 5) Self-efficacy is influenced by student learning motivation, 6) Learning intention on student learning motivation is mediated in partial form by self-efficacy, 7) Parental support on student learning motivation is mediated in partial form by self-efficacy. The implications of the research, are the importance for educators to enhance students' learning motivation by improving the factors that influence it, namely students learning intentions, parental support, and encouraging students' self-efficacy.
Keywords: Student Learning Motivation, Islamic Boarding School, Self-Efficacy

Introduction

Learning motivation is one of the foundations of academic success (Kramer et al., 2024). A student is categorized as successful in the learning process when he can manage his learning motivation (Ilishkina et al., 2022). This learning motivation is the readiness or desire to perform a particular task, or something that can generate desire, behavior, effort, and perseverance directed at a goal (Schwinger & Otterpohl, 2017; Trautner & Schwinger, 2020). Learning motivation is not only a state of mind, such as the desire to act or achieve certain goals (Hattie et al., 2020), but learning motivation is a mental process consisting of certain elements and principles that shape it into a goal (Ivannikov, 2015). Elements that can form learning motivation for students such as self-efficacy, interest in learning, and parental support. Conceptually the success of student learning motivation regarding attention, relevance, confidence, and satisfaction (Keller, 1987).

Motivation can create the impetus to act and do something purposeful based on the student's mental process (Ilishkina et al., 2022). But motivation alone cannot always be realized in real action, one factor such as low self-efficacy in students can be the cause (Bandura, 1977). Self-efficacy, defined as self-confidence, is one of the important factors in facing the demands and challenges in the learning process (Mulyadi et al., 2016). Furthermore, self-efficacy requires individuals to convince themselves of their competence and the results they can expect

(Bandura, 2014; Lyons & Bandura, 2019). Self-efficacy determines a person's strategy, how hard they will try, and how long they will persist in facing obstacles and unpleasant experiences (Bandura, 1977). Therefore, self-efficacy is important for students to face challenges and obstacles during the learning process so that student motivation can be maintained.

In general, motivation is the process that strengthens and maintains action or activity in order to achieve a goal (Schunk et al., 2014). So that motivation can be conceptualized into real actions that are directed because they have a goal (Schunk & DiBenedetto, 2020). For example, when a student has an interest in investment or the economy, of course the student will have more motivation in subjects related to investment and the economy compared to other subjects. Interest has its own uniqueness where it arises due to the interaction between students and the environment (Hidi & Ann Renninger, 2006). Motivation that comes from interest is not the result of students' own thinking, this is related to the causal factor, namely environmental interaction (Blinkoff et al., 2023). The learning process here is a bridge for students to build understanding and utilize this interest into a learning motivation (Blinkoff et al., 2023).

Basically, the fulfillment of students' basic psychology is the forerunner of strengthening students' learning motivation. This basic psychological fulfillment of students can be done with the support of parents who are always present in students' academic activities. The connection between a sense of belonging and social experience with others, especially parents, can develop student motivation (Kramer et al., 2024). Previous research related to student learning motivation found positive results regarding the relationship between parental support and learning motivation in the age range of 12-16 years (Middle School) (Klootwijk et al., 2021). Another study also found that parental support has a positive influence on student motivation in the 13-15 age range (Song et al., 2015).

Student learning motivation at As-Syifa Integrated Islamic High School is something that continues to be developed by teachers so that students have a sense of struggle in facing challenges and obstacles in the learning process (Hidayatullah, 2021). Teachers must work hard to help students who are less eager to learn so that they are more motivated to learn. The lack of motivation in today's youth is one of the obstacles to success (Hidayatullah, 2021). Therefore, motivation is important in the learning process (Zahro & Surjanti, 2021). Student motivation has two factors in it, namely intrinsic (from within the student) and extrinsic (from outside the student) (Muawanah & Muhid, 2021). For this reason, researchers try to look at both intrinsic and extrinsic sides of students in conducting research.

The high-intensity learning system at As-Syifa Integrated Islamic High School, where students also live in dormitories, presents a challenge for teachers in maintaining students' motivation to learn. Students begin their day with academic learning in the morning, followed by extracurricular activities in the afternoon, and then engage in tahfidz and taklim activities in the evening. Given the packed schedule of students at As-Syifa Integrated Islamic High School, maintaining learning motivation is essential. This motivation can come from parental support, as regular communication with parents can boost students' enthusiasm and motivation.

This study uses self-efficacy as a mediating variable for learning motivation. Self-efficacy and learning intentions are internal variables that influence students' learning processes, while parental support serves as an external factor. Both intrinsic and extrinsic motivation play a vital role in the learning process and should be combined to maximize learning outcomes. To optimize learning outcomes, intrinsic and extrinsic motivation must be employed in the learning process (Boguslawski et al., 2024). The educational system at As-Syifa Integrated Islamic High School Boarding School Wanareja, with its Islamic characteristics and dormitory setting, differentiates it from studies in public schools. Differences in school culture, teaching methods, and educational systems can affect learning motivation (Kalemaki et al., 2021).

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The diverse backgrounds of As-Syifa Integrated Islamic High School students are certainly one of the challenges in this study. This diversity certainly provides motivational factors with different levels. For example, in parental support, of course, each student has a different form of support provided. However, differences in parental support do not mean that they have no effect on student motivation. Every support, even though it has different forms, will still provide motivation to students. Students' attitudes towards school in general, as well as their opinions about education, learning and teachers, are influenced by parental support (Damanik & Sugiarti, 2023).

Parental support can certainly also be an addition to students' self-efficacy in facing the challenges of the learning process. The social interactions of As-Syifa Integrated Islamic High School students can also form different interests. However, interests that provide a desire for self-desire, although different, will equally provide motivation to each student. Of course, the problems regarding learning motivation are so complex and varied. It is not only the teacher's job to provide motivational enthusiasm to students, but other supporting factors are needed to support student learning motivation.

Previous studies on parental support for learning motivation have shown varying results. Some research indicates that parental support has a strong influence on learning motivation (Imelda Usman et al., 2021). However, other studies suggest that parental support has a moderate to low impact on learning motivation (Sabila et al., 2022; Yudha, 2020). These differences in findings regarding the influence of parental support on learning motivation provide a basis for further investigation to determine whether parental involvement affects the learning motivation of students at As-Syifa Integrated Islamic High School Boarding School.

This research can assist teachers at As-Syifa Integrated Islamic High School and other boarding schools in addressing issues related to students' learning motivation. Since the boarding school system in various regions is generally similar, teachers can better understand the intrinsic and extrinsic factors that influence students in the learning process. As a result, teachers can create a more conducive learning environment and make learning more engaging, tailored to the characteristics and needs of boarding school students (Habibie, 2020; Hastuti & Jumidah, 2016).

Method

This study uses a type of quantitative research to analyze the data that has been obtained from respondents. The sampling technique in this study used simple random sampling. Simple random sampling is a method for determining locations and samples randomly by determining the number of samples to be investigated, giving sequential numbers to all sample units taken, and ensuring that the research area is proportionally represented in the sample selection (Harahap et al., 2018). The population used is students of As-Syifa Boarding School Wanareja Integrated Islamic High School. The sample of this study was 270 students from classes X, XI, XII. The questionnaire was collected by distributing a Google Form to students from February 16, 2024, to March 14, 2024.

This study uses a survey method with a questionnaire that uses a Likert Scale to measure data. The Likert scale is a type of scale used to measure the level of research variables such as attitudes, income, and perceptions of individuals or groups towards social phenomena (Puspa & Sudibya, 2016). Primary data from this study comes from respondents' answers to questionnaires given directly to them. This research uses SEM-PLS to analyze the data with the help of SmartPLS 3.0 software. PLS-SEM is a dependent statistical method that combines the measurement model (outer model) and the latent variable structural model (inner model) which

are tested simultaneously (Kusnendi, 2023). PLS-SEM is highly suitable when the research aim is not to test a theory but to examine predictive relationships between constructs, expand theory based on exploratory research, and contribute to theory development (Hair et. al., 2018; Hair et. al., 2021; Kusnendi, 2023).

Results

Outer Model Testing

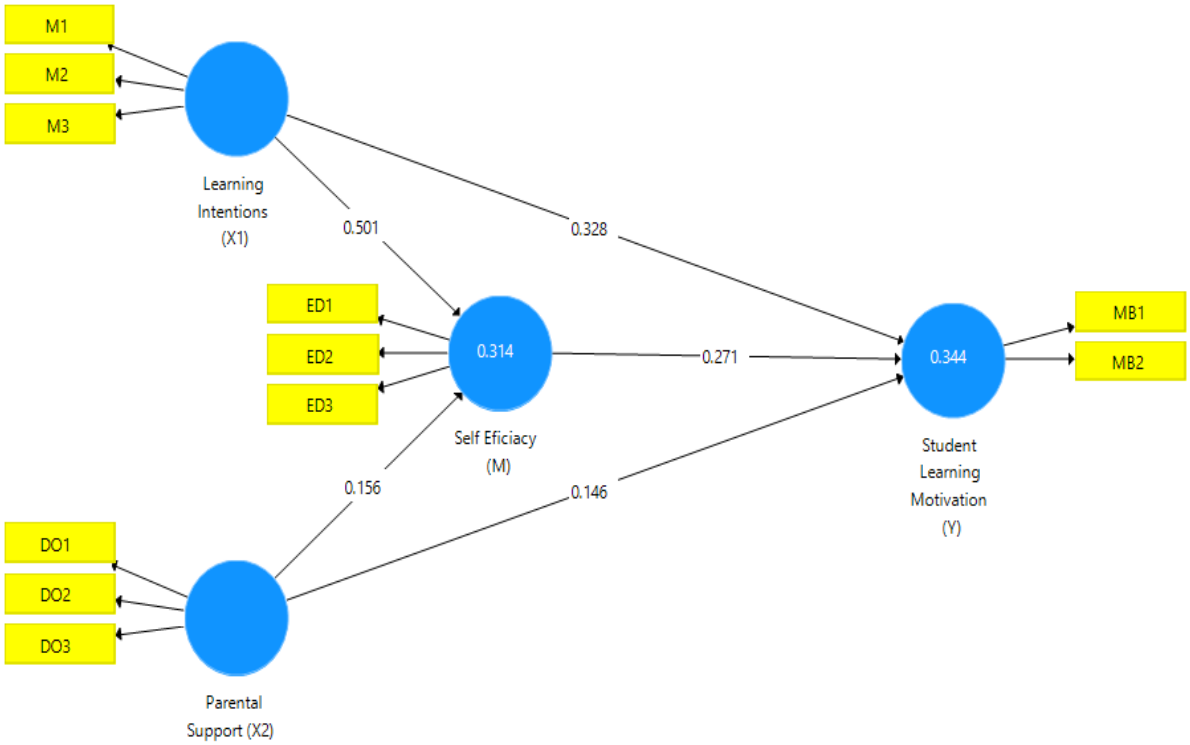


Figure 1. Model Path Coefficients
Source: Processed by researchers, 2024

The measurement model (outer model, measurement model) is an operational definition of latent variables or constructs according to indicators and / or manifest variables (Kusnendi, 2023). Based on Table 1. it can be concluded that M1, M2, M3 item X1, DO1, DO2, DO3 item X2, MB1, MB2 item Y and ED1, ED2, ED3 item M meet the requirements because the outers loading value on each item meets convergent validity with an outers loading value> 0.70. so it is stated.

Table 1. Outer Loading

	Learning Intention (X1)	Parental Support (X2)	Self Efficacy (M)	Student Learning Motivation (Y)
M1	0,807			
M2	0,784			
M3	0,787			
DO1		0,720		
DO2		0,894		
DO3		0,758		
ED1			0,875	
ED2			0,876	
ED3			0,892	

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MB1	0,869
MB2	0,888

Source: Processed by researchers, 2024

The factor weight coefficient (outer loading) is used as a valid indicator that measures latent variables at the indicator level with the criteria that the factor weight of each indicator must be significant ($p < 0.05$) and the value is not less than 0.70 (Kusnendi, 2023). The measurement model is considered reliable to measure the latent variable measured if the Cα and CR values are both not less than 0.60 or 0.70 and ideally not less than 0.90 (Kusnendi, 2023). This means that convergent reliability by looking at the Cα value> 0.70 or more convergent reliability is acceptable or meets the requirements. Based on table 2, it can be seen that the Cα value for item X1 is 0.707, the value of item X2 is 0.722, the value of item Y is 0.704 and the value of item M is 0.856 so it can be concluded that the convergent validity value has met the requirements because each item is above 0.70.

Overall or at the construct level, convergent validity is evaluated by AVE statistics, if the AVE value is> 0.50 or more convergent validity is acceptable or meets the requirements (Kusnendi, 2023). Based on table 2, it can be seen that the AVE value for item X1 is 0.629, item X2 is 0.631, item Y is 0.771 and item M is 0.777 so it can be concluded that the convergent reliability value has met the requirements because each item is above 0.50.

Table 2. Construct Reliability and Validity

	Cα	**rho_A**	**CR**	**AVE**
Learning Intentions (X1)	0,707	0,709	0,836	0,629
Parental Support (X2)	0,722	0,847	0,836	0,631
Self Efficacy (M)	0,856	0,859	0,912	0,777
Student Learning Motivation (Y)	0,704	0,706	0,871	0,771

Source: Processed by researchers, 2024

PLS-SEM aims to maximize theR2 value for each path model tested so that the provisions of the R2 value range from 0 to 1, the higher the R2 value the higher the model's ability to explain variations in endogenous constructs (Kusnendi, 2023). Based on Table 3, it can be concluded that the R-Square value in path model 1 is 0.314 which indicates that the self-efficacy variable (M) is influenced by 31.4% by learning intention variables, parental support and student learning motivation and the remaining 68.6% is influenced by other variables outside the study. The R-square value of 31.4% can be categorized as this model has a moderate influence because it is in the position of $0.25 < R2 < 0.75$.

Furthermore, in path model 2, the result is 0.344 which indicates that the student learning motivation variable is influenced by 34.4% by the learning intention, parental support and self-efficacy variables and the remaining 63.6% is influenced by other variables outside the study. The R-square value of 31.4% can be categorized as this model has a moderate influence because it is in the position of $0.25 < R2 < 0.75$.

Table 3. *R Square*

	R Square
Self Eficiacy (M)	0,314
Student Learning Motivation (Y)	0,344

Source: Processed by researchers, 2024

Inner Model Testing

The basis for hypothesis testing refers to the path coefficient value, t-statistic value, P-values. If the t-statistic value > 1.96 and P-values < 0.05, it can be concluded that the hypothesis is accepted. Based on table 4, several results are obtained, as follows.

1. Learning intention is influenced by self-efficacy, with p value of 0.000 < 0.05.
2. Learning intention is influenced by student learning motivation, with a p value of 0.000 < 0.05
3. Parental support is influenced by self-efficacy, with p value of 0.003 < 0.05
4. Parental support is influenced by student learning motivation, with p value of 0.007 < 0.05
5. Self efficacy is influenced by student learning motivation, with p value of 0.000 < 0.05

Table 4. Path Coefficients Bootstrapping

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X1 -> M	0,501	0,502	0,049	10,296	0,000
X1 -> Y	0,328	0,328	0,064	5,113	0,000
X2 -> M	0,156	0,160	0,053	2,953	0,003
X2 -> Y	0,146	0,151	0,054	2,685	0,007
M -> Y	0,271	0,270	0,070	3,850	0,000

Source: Processed by researchers, 2024

Based on Table 5, it is found that the p value is lower than the research error rate used, which is 5%, thus the conclusion is to reject H0, meaning that it is acceptable. The following are the results of Table 5 Specific Indirect Effects.

1. Self-efficacy mediates learning intention on student learning motivation, with a p value of 0.001 <0.05
2. Self-efficacy mediates parental support on student learning motivation, with a p value of 0.014 <0.05

The mediation form of these two results can be obtained from the Variance Accounted For (VAF) analysis (Hair, et al, 2019). The results obtained from the VAF calculation of the two forms are as follows.

1. Learning intention on student learning motivation is mediated in partial form by self-efficacy, with a VAF value of 29.27% because it is in the position of 20% ≤ VAF ≤ 80%.
2. Parental support on student learning motivation is mediated in partial form by self-efficacy, with a VAF value of 22.45% because it is in the position of 20% ≤ VAF ≤ 80%.

Table 5. Specific Indirect Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X1 -> M -> Y	0,136	0,136	0,040	3,439	0,001
X2 -> M -> Y	0,042	0,042	0,017	2,478	0,014

Source: Processed by researchers, 2024

Discussion

Learning intentions have a significant effect on self-efficacy in economic subjects

The research results in table 4 show that students of As-Syifa Boarding School Wanareja Integrated Islamic High School have learning intention that affects self efficacy (with a p value

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of 0.000 <0.05). This is also supported by previous research which shows that learning intention has a significant effect on self-efficacy (Simbolon & Wolor, 2024; Walidaina & Hidayat, 2024). Similar findings were also obtained that there is a significant effect of student self-efficacy on student interest in learning (Fajarwati, 2016; Sandi, 2017). Students with high self-efficacy tend to complete tasks calmly, persevere, and are skilled in controlling emotions and finding solutions, showing a serious and tenacious attitude. In contrast, students who have low self-efficacy often feel less confident, so they rely more on their friends' answers (Sahin et al., 2024).

To optimally increase interest in learning in economics subjects, teachers are expected to play a more active role in helping students develop their self-efficacy in learning. If students have a high level of self-efficacy in economics subjects, they will be motivated to become better students. This will have a positive impact on the atmosphere of the teaching and learning process, making it more active. Students will be more likely to ask questions, express opinions, answer teacher questions, discuss with friends, understand the material better, complete tasks well, and be responsible for other tasks given by the teacher (Fajarwati, 2016) .

Learning intention significant effect on student learning motivation in economic subject

Based on table 4, it shows that students of SMA Islam Terpadu As-Syifa Boarding School Wanareja have learning intention has a significant effect on student learning motivation (with a p value of 0.000 < 0.05). The findings of this study are in line with previous research which states that learning interest has a significant effect on learning motivation (Azizah et al., 2022; Darmawan, 2018; Loviyani Putri & Rifai, 2019; Nuratri, 2016). Interest in learning can arise because of interest or because the material being studied has special meaning, which in turn motivates students to be more enthusiastic in learning activities (Loviyani Putri & Rifai, 2019). Therefore, how to develop students' interest in learning at the Islamic boarding school by increasing student learning motivation in economic subjects.

Parental support influenced by self-efficacy in economic subject

Based on table 4, it shows that students of SMA Islam Terpadu As-Syifa Boarding School Wanareja have parental support that has a significant effect on self-efficacy (with a p value of 0.003 <0.05). The findings of this study are in line with previous research which states that social support from parents has a positive relationship to self-efficacy (AULIA & Indrawati, 2018). The more positive the assessment of parental support, the higher the self-efficacy in the individual (AULIA & Indrawati, 2018). This means that parental support is very important in stimulating students to increase their self-confidence.

Parental support is influenced by students' learning motivation in economics subjects

Based on table 4, it shows that students of SMA Islam Terpadu As-Syifa Boarding School Wanareja have a significant parental support effect on student learning motivation (with a p value of 0.007 <0.05). The findings of this study are in line with previous research which states that there is a positive and significant effect of parental support on student learning motivation in economic subjects (Afuin Neily Rhohmah, Luluk Wahyu Nengsih , Didik Efendi, 2023; Islam et al., 2023; Maghfirah et al., 2023; Nuratri, 2016; Rachma Tullah et al., 2023; Sa'diyah et al., 2023). This means that the greater the attention given by parents to students, the higher the students' learning motivation (Maghfirah et al., 2023). The active role of both parents in providing support and conducting intensive interactions with students at home has a positive impact on learning motivation so that it can contribute to the academic improvement of students (Rachma Tullah et al., 2023).

Self-efficacy is influenced by student learning motivation in economic subjects

Based on table 4, it shows that students of SMA Islam Terpadu As-Syifa Boarding School Wanareja have a significant effect on student learning motivation (with a p value of 0.000 <0.05). The findings of this study are in line with previous research which states that self-efficacy has a positive and significant effect on learning motivation (Chairani, 2017; Maghfirah et al., 2023; Muhammad Nur et al., 2024; Nursakdiah et al., 2023; Siregar, 2024; Tarigan et al., 2024).

Self-efficacy makes individuals believe in their ability to control themselves and the events around them. The high burden of learning tasks and responsibilities at school often causes boredom in students. However, if students have a high level of self-efficacy, they are better able to overcome this saturation. This means that if students have high self-efficacy in facing their lessons, then these students will be able to reduce their level of boredom in learning (Nursakdiah et al., 2023). Students with high self-efficacy tend to complete tasks calmly, diligently, and skillfully in controlling emotions and finding solutions, showing a serious and tenacious attitude, while students who have low self-efficacy often feel less confident, so they are more dependent on their friends' answers (Walidaina & Hidayat, 2024). Therefore, it is very important for teachers to develop students' self-efficacy so as to realize high learning motivation in economics subjects.

Self-efficacy mediates learning intention on student learning motivation in economic subject

Based on table 5, it shows that students of As-Syifa Boarding School Wanareja Integrated Islamic High School have an influence on learning intention on student learning motivation mediated in partial form by self-efficacy, (with a VAF value of 29.27% and a p value of 0.001 <0.05). This means that student learning intention can be encouraged by self-efficacy so that it can increase student learning motivation at school. Increasing internal student factors, such as self-efficacy and student interest in learning can increase learning motivation in economic subjects because it is influenced by students' self-will.

Self-efficacy mediates parental support on student learning motivation in economic subject

Based on table 5 shows that students of SMA Islam Terpadu As-Syifa Boarding School Wanareja have the influence of parental support on student learning motivation mediated in partial form by self-efficacy, (with a VAF value of 22.45% and a p value of 0.014 <0.05). This means that parental support can be encouraged by self-efficacy so that it can increase student learning motivation at school. By paying attention to the internal and external factors of learning motivation, we can gain a more complex understanding on how to increase learning motivation in economics subjects.

Conclusion

Based on the explanation above, the conclusions obtained from the results of research conducted on economic subjects at As-Syifa Boarding School Wanareja Integrated Islamic High School, namely 1) Learning intention has a significant effect on self-efficacy, 2) Learning intention has a significant effect on student learning motivation, 3) Parental support is influenced by self-efficacy, 4) Parental support is influenced by student learning motivation, 5) Self efficacy is influenced by student learning motivation, 6) Learning intention on student learning motivation is mediated in partial form by self-efficacy, 7) Parental support on student learning motivation is mediated in partial form by self-efficacy.

The implication of the results of research conducted on economic subjects at As-Syifa Boarding School Wanareja Integrated Islamic High School is the importance for educators to

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increase student learning motivation by increasing the factors that influence it, namely student learning intention, and parental support, and encouraging student self-efficacy. In addition, this research serves as a reference for educators and policy makers to be able to identify effective strategies, curriculum development and appropriate learning methods that enrich the skills and abilities needed by learners. It also enables the development of more targeted interventions to improve cognitive, affective and psychomotor aspects in subjects that are considered less familiar or difficult, such as economics.

Further research is needed to analyze student learning motivation on islamic boarding school with self-efficacy as a mediation variable in economic subjects because this study has limitations that only look at one school. Recommendations for future research could explore several aspects, such as the development of mediating and moderating variables and the exploration of external and internal factors from Abraham Maslow's Theory, such as interest in learning, sociodemographic factors, and the school environment. Additionally, experimental research can be conducted to compare boarding and non-boarding schools. Other methods, such as R&D and qualitative analysis, can be employed by future researchers to measure students' learning motivation.

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