



**Improving learning achievement of pai students at nusantara
islamic university through increasing self-confidence,
motivation, and communication**

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Received: December 13, 2022; reviews: 2; accepted: January 25, 2023

Abstract

This study was conducted based on the complaints expressed by final year students in the Islamic Religious Education Program at the Faculty of Islamic Studies, Universitas Islam Nusantara. These students generally experienced difficulties in obtaining adequate learning achievements and completing their final project (thesis). The main complaint was the lack of motivation to study and graduate on time. Students found it difficult to learn either because of communication problems with their supervisor or because their motivation to fulfill academic obligations was fluctuating, and they lacked confidence in learning. This had an impact on the overall learning achievements of the students. The main objective of this study was to investigate the role of self-confidence, motivation, and communication in students' learning achievements. This study involved 150 students in the Islamic Religious Education Program and was conducted through online surveys and stratified random sampling methods. The collected data was then analyzed using SPSS and path analysis. The results showed that self-confidence (X1), motivation (X2), and communication (X3) had a positive and significant effect on students' learning achievements (Y), both partially and simultaneously. These findings indicate the importance of the management of the Islamic Religious Education Program at Universitas Islam Nusantara Bandung to consider the factors of self-confidence, motivation, and communication of both students and lecturers in formulating appropriate policies to help students achieve good academic performance.

Keywords

Learning Achievements, Self-Confidence, Communication, Motivation, Islamic Religious Education.

Introduction

The learning achievement of students of the Islamic Religious Education Study Program, for the last 3 years or so, has continued to experience a significant decline. Moreover, this condition was exacerbated by the Covid-19 pandemic, which meant that learning had to be seen as an ineffective practice, but both before the Pandemic and after the Pandemic, student achievement continued to decline. Existing data shows that the last three batches, for example, show that students who successfully complete their studies are only in the range of 22-35% of the total number in a timely manner. The condition of the previous pandemic, which made lecture activities unable to run normally, did make an important contribution to this problem. The Study Program's efforts to facilitate and encourage students to learn more optimally, whether through lectures with a hybrid model (mix), certain work practices, and others, have also not yielded optimal results. This condition, in turn, makes the Study Program have to examine what factors fundamentally influence or play a role in the learning achievements of these PAI students.

An initial study involving 20 PAI students batch 2021/2022, through brief in-class interviews, to find out their perceptions of the factors considered to have the most influence on their learning achievement showed several important factors, namely: lack of confidence in one's own abilities, low learning motivation, learning that is less communicative and interaction with lecturers that is not well developed, lecture material that is quite complex, as well as other problems that also affect student achievement.

Based on the results of this initial study, it appears that self-confidence, learning motivation, and communication with lecturers are considered to be the factors that most influence the low learning achievement of students of the Islamic Religious Education Study Program in the 2021/2022 class. The students who were interviewed also realized that there was a demand to study well and achieve great achievements, but because of the several things previously mentioned, they had not been able to meet these demands. This condition makes some students feel burdened with lecture activities and some even consider dropping out of college.

The results of this initial study then became the basis for the authors to conduct further research regarding the role of self-confidence, motivation, and communication on student achievement in the Islamic Religious Education Study Program (PAI) of Uninus. In this case, based on the results of interviews with students of PAI Study Program, the authors then make the three previous factors as factors that are considered to have implications for student learning achievement, where the validation of this study is expected to be the main consideration for the formulation of PAI Study Program policies related to student lectures in the future .

The factors that contribute to student achievement mentioned earlier, namely self-confidence, motivation, and communication, theoretically do have a correlation with one another. This is for example shown in the research results of Oktary et al. (2019), Chang (2021), Basco and Han (2016), (Susilowati, Mahmud, & Sari, 2022) or Paul et al. (2020), who stated in their research results that self-confidence, motivation, and communication, have a correlation with one another, and make a significant contribution to one's learning achievement. Then in other research, these three are also important factors that have an impact on a person's graduation rate and comfort in studying and completing education (Mostafa & Lim, 2020; Salazar-Ayala, Gastélum-Cuadras, Hernández, & Moreno-Murcia, 2021; Yang & Wang, 2022).

Several previous studies, as already mentioned, have shown the influence of factors or variables of self-confidence, motivation, and communication on student achievement. This is not only because theoretically these various variables are related to each other (have a good correlation), but also practically it is proven to contribute to one another.

Studies conducted by Purwaningsih (2018), Sardin and Nurmita (2017), show that self-confidence has a positive and significant influence in effectively increasing student achievement. The results of this study confirm that students who have a good level of self-confidence will better understand their own abilities which are an important capital for getting good academic achievement.

Studies conducted by Inayah (2013), Makatita and Azwan (2021) and Soewono (2018), show that learning motivation or achievement motivation has a significant contribution to increasing student achievement. This confirms that students who are motivated in learning will be more motivated to learn even though they are in difficult conditions, which in turn will provide good learning outcomes or achievements.

Then the study conducted by Fitria (2014), Karisma et al. (2021), and Kurniadi (2001), show that communication skills or the level of communication that occurs between students and teachers have a positive and significant impact on student achievement. This confirms that students who are able to establish effective communication with teachers or colleagues will find it easier to learn, which in turn can achieve better learning achievements than their peers.

Some of the results of these previous studies validate the correlation and influence of the variables of self-confidence, motivation, and communication with or on student achievement. Therefore in this study, the same effect will be tested but by including these three variables in a model that is simultaneous and examines the effect of the three on student achievement in the Islamic Religious Education Study Program at Uninus.

This study is basically an attempt to examine how the role of self-confidence, motivation, and communication on student achievement in the Islamic Religious Education Study Program (PAI) of Uninus Bandung. The results of this study are expected to be the basis for the formulation of Prodi policies in helping

students so that they can study well and effectively, and graduate on time as expected of the students themselves.

Method

This research uses a quantitative approach with a descriptive verification method. Data is collected through surveys. Data analysis used the method of path analysis (path analysis) to examine the role or influence of self-confidence, motivation, and communication on student achievement. Respondents who were involved in this research were 50 students in the Uninus Islamic Religious Education Study Program (PAI). The research was conducted for four months, from July to October 2022.

The hypothesis in this study is as follows:

H1: *Confidence has a positive and significant role on learning achievement*

H2: *Motivation has a positive and significant role on learning achievement*

H3: *Communication has a positive and significant role on learning achievement*

H4: *Confidence, motivation, and communication have a positive and significant role on learning achievement simultaneously*

The results of the validity test for the questionnaire used showed that the rcount value of all items in the questionnaire was greater (>) than the rtable value (0.159). While the results of the instrument reliability test used showed that the Cronbach's alpha value was 0.975 or greater (>) than the required reliability cut-off value, which was 0.60. The Cronbach's alpha value is also greater (>) than the rtable value, which is 0.159. This means that the questionnaire used has a high level of reliability. Thus, the results of the validity and reliability tests of the instruments used in this study (questionnaire) have fulfilled the required validity and reliability criteria.

Research Results and Discussion

Data collection was carried out through a survey by distributing questionnaires filled in by 150 students of the Islamic Religious Education Study Program (PAI) Uninus Bandung. The existing data is then processed and tested statistically with the SPSS program. In this case, the statistical tests include classical assumption tests and hypothesis testing using the path analysis method. The following are the steps and results of the tests performed:

Classical Assumption Test

The classical assumption test is performed before the hypothesis test in path analysis. The classic assumption test here includes the normality test, linearity test, heteroscedasticity test, and multicollinearity test. The following are the results of the tests carried out:

Normality test

The normality test results with the One-Sample Kolmogorov-Smirnov method can be seen in the following table:

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		150
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.16790128
Most Extreme Differences	Absolute	.086
	Positive	.054
	Negative	-.086
Test Statistic		.086
Asymp. Sig. (2-tailed)		.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 the SPSS output table for the normality test, it can be seen that the significance value of Asymp. Sig. (2-tailed) is 0.200 (> 0.05). In accordance with the basis for decision making in the Kolmogorov-Smirnov normality test, it can be concluded that the above data is normally distributed. In other words, the normality requirements of the regression model have been fulfilled.

Heteroscedasticity Test

The results of the heteroscedasticity test for each of the variables studied can be seen in the following SPSS output table:

Table 2. Heteroscedasticity Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.006	1.894		1.587	.119
	Confidence	-.082	.076	-.278	-1.071	.388
	Motivation	-.089	.075	-.279	-1.192	.289
	Communication	.031	.050	.108	.610	.554
	Achievement Learning	-.109	.084	.385	2.026	.278
a. Dependent Variable: Abs_RES						

The results of the heteroscedasticity test through SPSS showed that the significance value (Sig.) of the Confidence variable (X1) was 0.388, the Motivation variable (X2) was 0.289, the Communication variable (X3) was 0.554, and the Learning Achievement variable (Y) was 0.278. The significance value of all these variables is greater (>) than 0.05 (the set cut-off value). This indicates that there are no symptoms of heteroscedasticity in the regression model used in this study.

Multicollinearity Test

The multicollinearity test results for each independent variable can be seen in the following table:

Table 3. Multicollinearity Results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.565	3.303		.171	.865		
	Confidence	.007	.133	.008	.056	.955	.273	3.684
	Motivation	.395	.130	.383	3.033	.004	.344	2.986
	Communication	.261	.088	.284	2.973	.005	.576	2.810
	Achievement Learning	.322	.094	.351	3.423	.001	.517	2.872

a. Dependent Variable: Resiliensi

The multicollinearity test results for each independent variable show that the tolerance value for the variables Self-confidence (0.273), Motivation (0.344), Communication (0.576), and Learning Achievement (0.517), is greater than 0.10 (> 0.10) which means there are no symptoms of multicollinearity in the regression model. The same condition can also be seen from the VIF value of each variable, where the VIF values are Confidence (3.684), Motivation (2.986), Communication (2.810), and Learning Achievement (2.872). The VIF value of each of these variables is less than 10.00 (<10.00) as the required VIF cut-off value. This indicates that there are no symptoms of multicollinearity in the regression model used.

Hypothesis Test

The regression model built in this study can be described as follows:

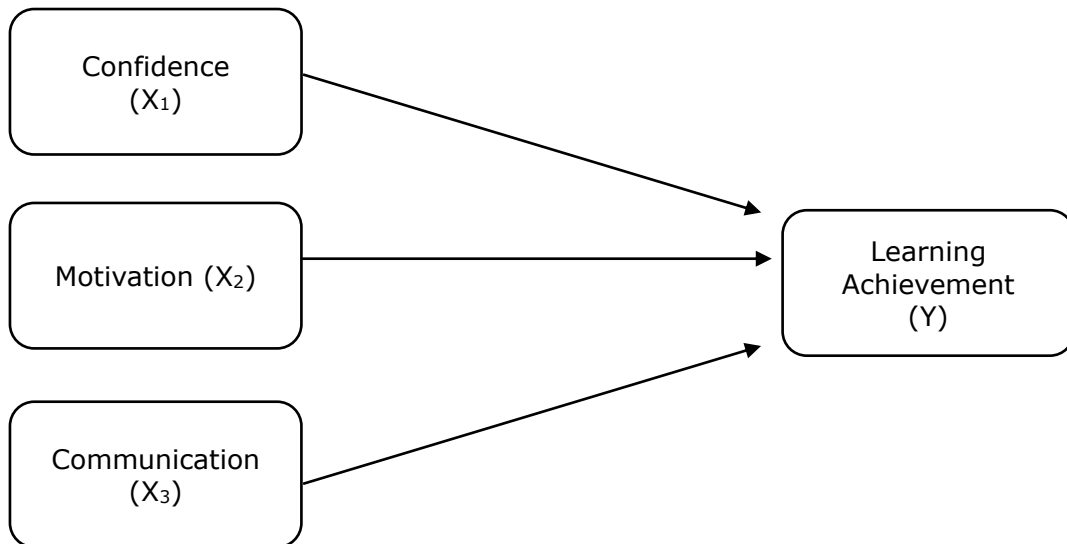


Figure 1. Regression Model

The results of the previous classical assumption test show that the model above meets the requirements of a good regression. To test the hypothesis that was built, the researcher then conducted regression testing based on the path analysis model, namely by conducting a regression test to determine the effect of the variables Self-confidence (X1), Motivation (X2), and Communication (X3) on Learning Achievement (Y).

Based on the results of testing the model, it can be seen the validity of the hypothesis built in this study. The following are the results of tests that have been carried out:

Regression Test

The results of the regression test 1 for the effect of self-confidence (X1), motivation (X2), and communication (X3) on learning achievement (Y) are as follows:

Table 4. Regression Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762 ^a	.488	.461	5.122
a. Predictors: (Constant), Confidence, Mood, Communication, Interpersonal				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1224.318	3	408.106	15.554	.000 ^b
	Residual	1259.432	48	26.238		
	Total	2483.750	51			
a. Dependent Variable: Learning Achievement						
b. Predictors: (Constant), Confidence, Motivation, Communication						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.767	4.592		3.216	.002
	Confidence	.314	.125	.322	3.206	.008
	Motivation	.236	.099	.230	2.831	.012
	Communication	.318	.133	.332	3.165	.004
a. Dependent Variable: Graduation Motivation						

Based on the output table of the regression test, it can be seen that the significance values of the two independent variables, namely self-confidence (X1), motivation (X2), and communication (X3), respectively are 0.008, 0.012, and 0.004. The significance value (Sig.) of these three variables is less than 0.05. These results indicate that the variables Self-confidence (X1), Motivation (X2), and Communication (X3) have a positive and significant role on Learning Achievement (Y). The R Square value as shown in the SPSS (Model Summary) output table is 0.488. Thus, the contribution of the role of self-confidence (X1), motivation (X2), and communication (X3) to learning achievement (Y) is 48.8 percent. While the remaining 41.2 percent is the contribution of variables or other factors not examined in this study.

Hypothesis testing

Referring to the results of the previous regression test, the following conditions can be produced:

a. Based on the regression test, it can be seen that the significance value (Sig.) of self-confidence (X1) on learning achievement (Y) is 0.008 (<0.05). These results can be interpreted that there is a positive and significant role of self-confidence (X1) on learning achievement (Y). Thus, H1: Confidence has a positive and significant role in learning achievement, proven and acceptable.

b. The significance value (Sig.) of motivation (X2) on learning achievement (Y) is 0.012 (<0.05). These results can be interpreted that there is a positive and significant role of motivation (X2) on learning achievement (Y). Thus, H2: Motivation has a positive and significant role in learning achievement, proven and acceptable.

c. The significance value (Sig.) of Communication (X3) on Learning Achievement (Y) is 0.004 (<0.05). These results can be interpreted that there is a positive and significant role of Communication (X3) on Learning Achievement (Y). Thus, H3: Communication has a positive and significant role in learning achievement, proven and acceptable.

d. The R Square value as shown in the SPSS (Model Summary) output table is 0.488. Thus, self-confidence (X1), motivation (X2), and communication (X3)

have a positive and significant effect on learning achievement (Y). In other words, H4: Confidence, motivation, and communication have a positive and significant role in learning achievement simultaneously, proven and acceptable.

The results of statistical tests and path analysis conducted earlier show that self-confidence, motivation, and communication have a direct and significant role in resilience, either partially or simultaneously. This result can be interpreted that the management of the Islamic Religious Education Study Program (PAI) at Uninus, can improve student learning achievement by empowering students to build self-confidence and motivate them in learning, as well as asking lecturers to be more communicative in conducting lectures and guiding students.

This study shows that student achievement is influenced by many factors, where self-confidence, motivation, and communication are important parts of the supporting factors for student learning achievement. These results also validate some previous research which shows that self-confidence, motivation, and communication play a positive and significant role in learning achievement (Akbari & Sahibzada, 2020; Attar, 2017; Firmansyah, 2011; Fitria, 2014; Inayah, 2013; Karisma et al ., 2021; Kurniadi, 2001; Makatita & Azwan, 2021; Munawarah & Novianty, 2020; Purwaningsih, 2018; Sardin & Nurmita, 2017; Soewono, 2018).

However, the existence of a significant influence from other factors or variables on learning achievement not involved in this study is a certain limitation that requires further study. The small sample, namely 150 students in the Islamic Religious Education Study Program (PAI) Uninus, is also another note that must be considered, because this can also have an impact on the reliability of the results of the studies conducted. However, in the context of students in the Islamic Religious Education Study Program (PAI) Uninus, these results emphasize the importance for the management of the PAI Study Program to build and foster student confidence, build academic conditions that can increase student motivation to study, or improve interpersonal communication between Supervisors and students who can encourage students to achieve more.

Conclusion

The results of the study show that self-confidence (X1), motivation (X2), and communication (X3) have a positive and significant role in student achievement (Y), either partially or simultaneously. This result confirms the importance of the management of the UNINUS Bandung Islamic Religious Education Study Program to formulate appropriate policies by considering the factors of self-confidence, motivation, student and lecturer communication, in helping students to have good academic achievements.

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