

THE EFFECT OF SELF-EFFICACY ON STUDENTS' LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION

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Abstrak

Penelitian ini bertujuan menganalisis pengaruh *self-efficacy* terhadap hasil belajar Pendidikan Agama Islam (PAI) siswa kelas VIII SMP IT Ar-Rasyid STM Hilir. Latar belakang penelitian berangkat dari fenomena perbedaan tingkat keyakinan diri siswa yang berdampak pada keterlibatan dan pencapaian akademik. Pendekatan kuantitatif dengan metode survei digunakan untuk mengukur tingkat *self-efficacy* melalui angket skala Likert, didukung wawancara, observasi, dan dokumentasi hasil belajar. Populasi penelitian berjumlah 94 siswa dengan teknik sampling jenuh. Instrumen penelitian telah diuji validitas dan reliabilitas menggunakan SPSS, menghasilkan Cronbach's Alpha sebesar 0,896. Analisis data dilakukan melalui statistik deskriptif dan inferensial dengan uji korelasi Spearman's rho. Hasil penelitian menunjukkan bahwa mayoritas siswa memiliki *self-efficacy* pada kategori sedang hingga tinggi dengan rata-rata skor 67,73. Nilai rata-rata hasil belajar PAI sebesar 82,79 menunjukkan capaian yang baik. Uji korelasi menghasilkan nilai signifikansi 0,044 dan koefisien korelasi 0,208, menandakan adanya hubungan positif yang signifikan namun rendah antara *self-efficacy* dan hasil belajar. Temuan ini menegaskan bahwa *self-efficacy* merupakan salah satu faktor psikologis penting yang mendukung keberhasilan pembelajaran PAI, meskipun hasil belajar juga dipengaruhi oleh faktor lain seperti motivasi, lingkungan, dan metode pengajaran.

Kata Kunci: Efikasi diri, Hasil belajar, Pendidikan Agama Islam

Abstract

This study aims to analyze the influence of self-efficacy on the learning outcomes of Islamic Religious Education (PAI) among eighth-grade students at SMP IT Ar-Rasyid STM Hilir. The research background arises from the phenomenon of varying levels of students' self-confidence, which impacts their engagement and academic achievement. A quantitative approach with a survey method was employed to measure self-efficacy using a Likert-scale questionnaire, supported by interviews, observations, and documentation of learning outcomes. The population consisted of 94 students, all included as the research sample through saturated sampling. The instrument was tested for validity and reliability using SPSS, yielding a Cronbach's Alpha of 0.896. Data were analyzed using descriptive and inferential statistics with Spearman's rho correlation test. Findings revealed that most students had moderate to high self-efficacy, with an average score of 67.73. The average PAI learning outcome was 82.79, categorized as good. The correlation test produced a significance value of 0.044 and a correlation coefficient of 0.208, indicating a positive but low significant relationship between self-efficacy and learning outcomes. These results highlight self-efficacy as an important psychological factor supporting PAI learning success, though outcomes are also influenced by motivation, environment, and teaching methods.

Keywords: Self-efficacy, Learning outcomes, Islamic Religious Education

INTRODUCTION

Education is a fundamental process in shaping individuals who are knowledgeable, well-characterized, and capable of facing various challenges in life. From the perspective of national education, Ki Hajar Dewantara views education as a conscious effort to guide all the innate potential possessed by children so that they can achieve the highest level of safety and happiness as individuals and members of society (Nasarudin et al., 2024). Therefore, education is not solely oriented toward the development of intellectual abilities but also encompasses the formation of students' emotional, social, spiritual, and moral aspects, enabling them to become high-quality human resources who can make positive contributions to social life.

The importance of education is also consistent with the Islamic perspective, which places knowledge as one of the fundamental elements in elevating human dignity. Allah SWT emphasizes in the Qur'an, Surah Al-Mujadilah, verse 11, that those who believe and possess knowledge will be elevated in rank by Allah (Departemen Agama RI, 2004). This verse demonstrates that knowledge holds a highly esteemed position because it serves as a means for individuals to improve their quality of life, develop their potential, and provide benefits to their surrounding environment. In the context of human resource development in the modern era, mastery of knowledge must be accompanied by character formation and adaptive abilities so that individuals can optimally respond to the developments of the times (Ukhori & Sassi, 2025).

The success of the educational process can be measured through the learning outcomes achieved by students. Learning outcomes refer to changes in abilities that occur after students participate in the learning process, encompassing cognitive, affective, and psychomotor domains. In other words, learning outcomes serve as an indicator of students' success in understanding subject matter, developing skills, and demonstrating positive changes in attitudes after experiencing learning activities (Mahmudi et al., 2022). Students' learning outcomes are influenced by various factors, including external factors such as the learning environment, teaching methods, and family support, as well as internal factors originating from within the students themselves, such as interest, motivation, cognitive abilities, and other psychological aspects (Siregar, 2024).

One psychological factor that plays an important role in students' learning success is self-efficacy. Self-efficacy refers to an individual's belief in their ability to organize and carry out the actions necessary to achieve particular goals. This concept was first developed by Bandura, who explained that an individual's belief in their own abilities determines how they think, feel, motivate themselves, and take action when facing challenges (Lopez-Garrido, 2023). Students with high self-efficacy tend to be more confident, willing to take on new challenges, persistent when facing difficulties, and better able to manage their learning processes. Conversely, students with low self-efficacy are more likely to doubt their abilities, avoid tasks they perceive as difficult, and tend to give up when encountering learning obstacles (Lianto, 2019).

In learning activities, self-efficacy is closely related to students' academic achievement. Students' beliefs in their abilities can encourage learning motivation, increase engagement in the

learning process, and strengthen their efforts to achieve optimal performance. Research conducted by Akbar et al. (2025) shows that self-efficacy contributes to improved learning outcomes because students with high levels of self-confidence tend to be more active in completing tasks and maintaining their efforts when facing difficulties. This finding is supported by research conducted by Anisah (2023), which explains that in Islamic Religious Education (PAI) learning, self-efficacy influences students' motivation and academic achievement because confidence in one's abilities encourages students to participate more seriously in the learning process.

Islamic Religious Education is one of the subjects that plays an important role in developing students' religious understanding, morality, and character. PAI learning does not merely emphasize the theoretical mastery of subject matter but also aims to develop attitudes and behaviors that are consistent with Islamic teachings and values (Mahmudi, 2019). Therefore, the success of PAI learning requires active student engagement, both in understanding religious concepts, memorizing Qur'anic verses, and practicing various forms of worship in everyday life. This process requires strong self-confidence so that students are willing to ask questions, express their opinions, and complete learning tasks to the best of their abilities.

Phenomena observed in the field indicate that not all students possess the same level of self-efficacy. Differences in beliefs about personal abilities lead to variations in how students respond to learning challenges. Students with high self-efficacy tend to demonstrate greater confidence in participating in learning activities, persistence when encountering difficulties, and the ability to complete tasks independently. In contrast, students with low self-efficacy often display a lack of confidence, experience anxiety when facing challenging tasks, and lack the courage to express their opinions during learning activities. Such conditions have the potential to affect student engagement and ultimately influence the learning outcomes they achieve (Waddington, 2023).

Based on the results of a preliminary survey conducted among eighth-grade students at SMP IT Ar-Rasyid STM Hilir, it was found that students' levels of self-efficacy varied across different categories. A total of 63% of students were categorized as having moderate self-efficacy, 30% had high self-efficacy, and 7% of students still had low self-efficacy. These data indicate that the majority of students have not yet developed an optimal level of self-confidence in facing the learning process. This condition is an important concern because low self-efficacy may result in students having insufficient resilience when dealing with learning difficulties, potentially hindering the achievement of optimal learning outcomes.

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These findings were reinforced by initial interviews with the Islamic Religious Education (PAI) teacher for eighth grade at SMP IT Ar-Rasyid STM Hilir, Muhammad Syafrizal, S.Pd., who stated that several students still experienced difficulties in memorizing verses, lacked the courage to express opinions, and were easily discouraged when facing material considered difficult. In addition, students who tended to be passive and less participative in class discussions often struggled to obtain additional grades from learning activities, whereas active students

demonstrated better learning interactions and achieved more optimal results (Interview with Muhammad Syafrizal, S.Pd., November 29, 2025). This phenomenon indicates that the psychological aspect of self-efficacy is linked to student engagement in the PAI learning process.

This problem is also evident from the learning outcome data of class VIII-1 students at SMP IT Ar-Rasyid during the odd semester of the 2024/2025 academic year. The pure exam results showed that all students scored below 40, categorized as very low. Meanwhile, the final report card grades showed improvement, with 64% of students scoring between 80–85 (categorized as sufficient or passing) and 36% scoring between 86–92 (categorized as good to very good). The gap between pure exam scores and report card grades indicates that students' ability to demonstrate independent mastery of the material is still not optimal. This condition suggests the need for attention to internal factors, particularly self-confidence, in facing learning evaluations.

Theoretically, the relationship between self-efficacy and learning outcomes has been widely demonstrated in previous studies. Research by Kamilatika (2022) on students at SMK Negeri 1 Kaligondang showed that self-efficacy influenced islamic religious education learning outcomes with a contribution of 17.2%. Another study by Ni'mah (2022) found that self-efficacy was related to learning outcomes in Fiqh subjects by 45.0%. In addition, Febriani (2022) revealed that self-efficacy is one of the psychological factors that can encourage improved learning outcomes in Islamic Religious Education subjects. These findings strengthen the view that students' belief in their abilities is an important aspect to consider in efforts to improve the quality of Islamic education.

Although previous studies have discussed the relationship between self-efficacy and learning outcomes, research specifically examining the influence of self-efficacy on Islamic Religious Education learning outcomes among eighth-grade students at SMP IT Ar-Rasyid STM Hilir has not yet been conducted. This condition represents a research gap, indicating the need for studies in the context of integrated Islamic schools with different student characteristics and learning environments. The novelty of this research lies in its focus on the influence of self-efficacy on PAI learning outcomes in an Integrated Islamic Junior High School environment, using empirical conditions based on pre-survey data on self-efficacy and student learning outcomes as the foundation of the research problem.

Based on this explanation, it can be understood that the success of islamic religious education learning is not only determined by teaching methods and students' intellectual abilities but also influenced by psychological factors such as self-efficacy. Students' confidence in their abilities will determine how they face learning difficulties, maintain effort, and achieve optimal learning outcomes. Therefore, research on the influence of self-efficacy on Islamic Religious Education learning outcomes among eighth-grade students at SMP IT Ar-Rasyid STM Hilir is important to conduct. The results of this study are expected to provide scientific contributions to the development of Islamic educational psychology studies and serve as a consideration for PAI

teachers in designing learning strategies that can enhance students' self-confidence and academic achievement.

METHOD

This study employed a quantitative approach using a survey research design. The quantitative approach was selected because the study aimed to obtain numerical data that were subsequently analyzed statistically to objectively and measurably examine the relationships and effects among the research variables. The survey method was used to collect information from respondents through systematically designed research instruments, thereby providing an overview of the conditions of the variables under investigation (Sugiyono, 2023). The research was conducted at SMP IT Ar-Rasyid STM Hilir, Deli Serdang Regency, North Sumatra. The research site was selected based on the observed variation in students' levels of self-efficacy and their Islamic Religious Education (PAI) learning outcomes, indicating the need for an empirical investigation into the relationship between these two variables within the context of an integrated Islamic school.

The population of this study consisted of all eighth-grade students at SMP IT Ar-Rasyid STM Hilir, totaling 94 students, comprising 31 students in Class VIII-1, 33 students in Class VIII-2, and 30 students in Class VIII-3. Since the population consisted of fewer than 100 students, all members of the population were included as the research sample using a saturated sampling technique, making the sample size equal to the total population. The use of the entire population as the sample enabled the researchers to obtain a more comprehensive description of students' levels of self-efficacy and learning outcomes within the research context (Sahir, 2021).

Data collection techniques included questionnaires, interviews, observations, and documentation. The questionnaire was used to measure students' levels of self-efficacy using a four-point Likert scale consisting of four response options: strongly agree, agree, disagree, and strongly disagree. The instrument was developed based on self-efficacy indicators reflecting students' beliefs in their ability to complete tasks and face learning challenges (Uswatun Chasanah, 2023). Supporting data were obtained through interviews with Islamic Religious Education (PAI) teachers, observations of the learning process, and documentation in the form of students' learning outcome data and research activity records.

Before being used as a data collection instrument, the research instrument was first tested for validity and reliability using IBM SPSS Statistics 25. The results showed that, of the 25 self-efficacy statement items, 24 items were declared valid because their calculated *r*-values were greater than the *r*-table value, while one statement item was declared invalid and therefore excluded from the study. Furthermore, the reliability test produced a Cronbach's Alpha value of 0.896, indicating that the instrument had a very high level of internal consistency and was suitable for use in the study.

The data obtained then underwent editing, coding, and tabulation before being analyzed using descriptive and inferential statistical techniques with the assistance of IBM SPSS Statistics 25. Descriptive analysis was used to provide an overview of the characteristics of the self-efficacy

and student learning outcome data, while inferential analysis was used to test the research hypotheses. Before hypothesis testing was conducted, the data were first tested for normality using the Kolmogorov-Smirnov test. If the data did not meet the assumption of normality, the relationship between self-efficacy and Islamic Religious Education learning outcomes was examined using the nonparametric Spearman's rho test to determine the significance of the relationship between the two research variables (Nurhayati, 2022). Through these analytical stages, this study is expected to produce valid empirical findings regarding the effect of self-efficacy on the Islamic Religious Education learning outcomes of eighth-grade students at SMP IT Ar-Rasyid STM Hilir.

RESULTS AND DISCUSSIONS

The research findings were obtained through data collection using a self-efficacy questionnaire that had previously undergone validity and reliability testing, as well as documentation data in the form of Islamic Religious Education (PAI) learning outcome scores of eighth-grade students at SMP IT Ar-Rasyid STM Hilir. Data processing was conducted with the assistance of IBM SPSS Statistics 25, providing an objective overview of students' levels of self-efficacy, PAI learning outcomes, and the relationship between the two variables. The research findings were analyzed using descriptive statistics to determine the characteristics of each variable, followed by inferential analysis using Spearman's rho correlation to examine the relationship between self-efficacy and PAI learning outcomes.

Based on the results of the descriptive statistical analysis, the level of self-efficacy among eighth-grade students at SMP IT Ar-Rasyid STM Hilir was found to be relatively good. The data showed that, among the 94 students who participated as research respondents, the minimum self-efficacy score was 34, the maximum score was 87, the mean score was 67.73, and the standard deviation was 9.719. The frequency distribution indicated that the majority of students were within the score range of 69–75, comprising 30 students or 31.91%, followed by the score range of 62–68, comprising 27 students or 28.72%. These findings indicate that the majority of students possessed a level of self-confidence that ranged from moderate to high in dealing with learning activities.

The level of self-efficacy possessed by the students indicates that most students had confidence in their ability to understand subject matter, complete assignments, and face various challenges in PAI learning. According to Bandura's theory of self-efficacy, an individual's belief in their own abilities influences their thought patterns, level of motivation, effort, and persistence when facing difficulties. Students with high self-efficacy tend to have greater enthusiasm for learning, are less likely to give up, and are better able to develop strategies to achieve learning objectives (Lopez-Garrido, 2023). This is also supported by Lianto (2019), who explains that self-efficacy is an important factor in determining how individuals make decisions and sustain their efforts when facing challenges.

Nevertheless, a small proportion of students were still found to have low levels of self-efficacy. This was evident from the presence of students within the score intervals of 34–40 and 48–54, each accounting for 4.26%. This condition indicates that some students still have doubts about their abilities and therefore require support from teachers, families, and the school environment to strengthen their self-confidence during the learning process. In the context of Islamic Religious Education, self-confidence plays a highly important role because students are expected not only to understand religious concepts cognitively but also to apply Islamic values in their daily lives (Mahmudi, 2019).

The research findings also indicate that the Islamic Religious Education learning outcomes of eighth-grade students at SMP IT Ar-Rasyid STM Hilir were categorized as good. Based on the descriptive statistical analysis, the minimum score was 80 and the maximum score was 95, with a mean score of 82.79 and a standard deviation of 4.436. The frequency distribution showed that the majority of students were within the score range of 80–81, comprising 65 students or 69.15%. These data indicate that, in general, students were able to achieve the expected learning standards in Islamic Religious Education.

Learning outcomes are indicators that describe the level of students' achievement after undergoing the learning process. Such achievement encompasses the development of cognitive, affective, and psychomotor abilities resulting from students' learning experiences (Mahmudi et al., 2022). In PAI learning, learning achievement is not measured solely by students' ability to recall religious material but also by their ability to understand, internalize, and apply Islamic teachings in everyday life. Therefore, good learning outcomes indicate that the learning process has contributed to improving students' competencies and developing their religious character.

The next stage of this study involved conducting an analysis prerequisite test using the Kolmogorov-Smirnov normality test. The results showed a significance value of 0.000, which was lower than the significance level of 0.05. Therefore, the research data were determined not to be normally distributed, meaning that hypothesis testing could not employ parametric statistics but instead required a nonparametric statistical approach using Spearman's rho correlation test (Nurhayati, 2022). The use of Spearman's rho was considered appropriate because the test aimed to determine the strength of the relationship between self-efficacy and Islamic Religious Education learning outcomes based on data that did not meet the assumption of normality.

The results of hypothesis testing using Spearman's rho correlation test showed a significant relationship between self-efficacy and Islamic Religious Education learning outcomes among eighth-grade students at SMP IT Ar-Rasyid STM Hilir. This was demonstrated by a correlation coefficient of 0.208 with a significance value of 0.044. Since the significance value was lower than 0.05 ($0.044 < 0.05$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. These results indicate a positive and significant relationship between self-efficacy and PAI learning outcomes. The positive direction of the relationship

indicates that the higher students' confidence in their abilities, the greater their tendency to achieve higher learning outcomes.

Although the relationship between the two variables was categorized as weak, the findings nevertheless demonstrate that self-efficacy is one psychological factor that plays a role in determining students' academic success. This is consistent with Bandura's theory, which states that self-efficacy influences how individuals think, motivate themselves, and determine the level of effort and persistence they demonstrate when facing obstacles in achieving particular goals (Lopez-Garrido, 2023). Students with high self-confidence tend to be more active in participating in learning activities, more courageous in expressing their opinions, and more persistent when facing difficulties in understanding learning materials (Lianto, 2019).

The findings of this study are consistent with research conducted by Kamilatika (2022), which found that self-efficacy influences Islamic Religious Education learning outcomes among twelfth-grade students at SMK Negeri 1 Kaligondang. Similar results were also reported by Ni'mah (2022), who found a relationship between self-efficacy and learning outcomes in the Fiqh subject among students at MA Hasan Kafrawi Pancur Mayong Jepara. In addition, Febriani (2022) explained that self-efficacy is one of the internal factors that can encourage students to improve their learning achievement in subjects within the Islamic Religious Education field.

Nevertheless, the low correlation coefficient of 0.208 indicates that students' learning outcomes are not influenced by self-efficacy alone. Learning success results from the interaction of various other factors, such as learning motivation, interest, family environmental conditions, teachers' teaching methods, learning facilities, and individual student characteristics. These factors can contribute to the achievement of learning outcomes; therefore, comprehensive attention is needed to improve the quality of Islamic Religious Education learning (Siregar, 2024).

The findings of this study imply that Islamic Religious Education teachers should not focus solely on delivering instructional content but should also pay attention to students' psychological aspects, particularly in developing and strengthening students' self-efficacy. Teachers can create a learning environment that provides students with opportunities to express their opinions, complete tasks independently, gain successful learning experiences, and receive positive reinforcement for the efforts they have made. Such efforts can help enhance students' self-confidence, enabling them to become more active and independent and achieve more optimal learning outcomes (Kira & Lubis, 2025; Lubis, 2022; Rusadi et al., 2019; Siddik et al., 2025).

Thus, the findings of this study confirm that self-efficacy has a positive and significant relationship with the Islamic Religious Education learning outcomes of eighth-grade students at SMP IT Ar-Rasyid STM Hilir. Although the strength of the relationship is categorized as low, self-efficacy remains an important factor supporting the success of the learning process. Therefore, strengthening students' self-confidence should be a shared concern among teachers,

schools, and families as part of a strategy to improve the quality of learning and students' academic achievement.

CONCLUSIONS

Based on the findings of the study on the effect of self-efficacy on the Islamic Religious Education (PAI) learning outcomes of eighth-grade students at SMP IT Ar-Rasyid STM Hilir, it can be concluded that the students' level of self-efficacy was categorized as relatively good. This is evident from the results of the descriptive analysis, which showed that the majority of students had moderate to high levels of self-confidence, with a mean score of 67.73. This condition indicates that most students had confidence in their ability to understand learning materials, complete learning tasks, and face various challenges throughout the Islamic Religious Education learning process.

The findings also showed that the Islamic Religious Education (PAI) learning outcomes of eighth-grade students at SMP IT Ar-Rasyid STM Hilir were categorized as good. This was demonstrated by the mean learning outcome score of 82.79, with the majority of students obtaining scores within the 80–81 interval. This achievement indicates that students were able to meet the learning standards established for the Islamic Religious Education subject.

Furthermore, based on the results of the Spearman's rho correlation test, a significance value of 0.044 was obtained, which is lower than 0.05, indicating a significant relationship between self-efficacy and students' Islamic Religious Education learning outcomes. The correlation coefficient of 0.208 indicates that the relationship between the two variables is positive but weak. Thus, the higher the level of self-efficacy possessed by students, the greater the tendency for their learning outcomes to improve. Although the effect is categorized as weak, self-efficacy remains an important factor that can support students' learning success. Therefore, schools and teachers need to pay attention to developing students' self-confidence through supportive and motivating learning practices that provide students with opportunities to optimize their academic potential.

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