The Influence of Self-Efficacy and Family Environment on Student Interest Learning in SMK PGRI 2 Kediri

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ABSTRACT

The purpose of this study is to see how self-efficacy and family environment at SMK PGRI 2 Kediri affect student learning motivation. With a population of students of SMK PGRI 2 Kediri, especially accounting majors, this study used quantitative methodology. A total of 75 people were selected as samples using saturated sampling technique. The findings of the analysis show that the Sig. value of the self-efficacy variable, family environment, and interest in learning are all less than 0.05: the value of the self-efficacy variable is 0.001, the value of the family environment variable is 0.007, and the value of the interest in learning variable is 0.000. Analysis of research data using the F test (simultaneous test) obtained the results of Fcount = 36.432 with a significance value of 0.000 so that the learning interest variable (Y) is simultaneously influenced by the self-efficacy variable (X1) and the family environment (X2).

Keywords: Self Efficacy, Family Environment, Learning Interest

INTRODUCTION

Over time, education has become a necessity and a foundation for the realization of the progress of a nation and state. Education is an important component of human life. Education is a crucial aspect of human life. It contributes greatly to improving the quality of human resources, ensuring they are competent and reliable in the workplace as well as in the learning environment. As such, education should be a top priority as it is a key indicator of a nation's progress.

As stated by the Coordinating Ministry for Human Development and Culture (Novrizaldi, 2021) based on the Program for International Student Scholarship (PISA) organized by the Organization for Economic Coordination and Development (OECD) in 2019, Indonesia is ranked 10th out of 70 countries in terms of literacy.

The low level of education in Indonesia is partly due to a lack of interest in learning. Interest is an important factor that makes a person interested in learning and completing tasks well. In addition to influencing behavior, interest can also inspire individuals to keep trying and achieving.

Basically having an interest is recognizing how oneself and external objects relate to each other. Greater interest is shown in things that are closer or stronger. Trying to interest learners in learning for example, by explaining interesting and practical aspects of life, the ongoing nature of education as well as various topics related to learners' interests and the current subject matter. Expected results can be achieved by students who show strong self-confidence

and great interest in the subject matter. Conversely, students will face challenges and problems in learning if they do not have a keen interest in the subject matter.

As in research (Azizah, 2022) which mentions the characteristics of students who have problems with decreased interest in learning. The problems include:

1. Students who are lackluster and lack confidence in their abilities.
2. Student motivation to participate in the teaching and learning process is still low.
3. Students often submit unfinished assignments.
4. Parents' contribution to support children's learning activities is still less than optimal.
5. There is still little control over how well children learn in areas of interest.

The data above shows that the high and low motivation of students in learning is influenced by self-efficacy and the family environment. Self-efficacy can increase motivation, which in turn affects individual performance, choice of activities, and their goals (Subagyo et al., 2023).

Students who have a high level of self-confidence will believe they can complete their tasks. When students are confident in their ability to complete, they will focus more on the lesson or activity at hand. Highly confident learners in a supportive atmosphere will be motivated to learn new skills, follow lessons, modify challenging and simple tasks to suit their ability level, and complete them.

Motivation to learn is influenced by a wide variety of individual traits, including self-efficacy, aspects of the subject matter being studied, and environmental factors that influence the child. One of the social contexts that influence a person's desire to learn is the family (Suriani & Yusnadi, 2019).

As the home environment is the first environment children know, it has a significant impact on their development. Children need to be properly nurtured, cared for, protected and educated so that they can

grow and develop. A home that has a claustrophobic atmosphere, inadequate and lack of attention from parents has an impact on the success of the child's learning process.

For example, students who live in a family with an ignorant environment, never appreciate or direct children in a daily conversation can result in children tending to feel they are not important and close themselves which can result in children not wanting to "show off" (show themselves) and become lazy and no longer interested in showing their abilities.

Children's learning achievement is greatly influenced by their family environment. Therefore, each family member needs to strive to maintain a positive relationship with their environment (Wahid, 2020).

Based on observations, the interest in learning of students of SMK PGRI 2 Kediri is still not good. This is related to self-efficacy and the family environment so that the interest in learning of students of SMK PGRI 2 Kediri becomes less and not very interested in learning. This can be seen from the lack of activeness and curiosity to participate in class discussions caused by lack of self-efficacy so that interest in participating in learning also tends to be low. The family environment that pays less attention to student development is a reinforcing factor in the decline in student interest in learning. Lack of attention from the family makes children potentially feel less attention so that they can become less enthusiastic in participating in learning activities so that they often do not complete their assignments.

Therefore, the researcher wants to do this research so that the researcher takes the title, "The Effect of Self-Efficacy and Family Environment on Student Interest in Learning SMK PGRI 2 Kediri".

1. Self-Efficacy

Self-efficacy is the stance of each individual capable of completing a task. It can also be interpreted that a person's self-confidence in his capacity to complete certain academic

tasks and his awareness of his abilities and potential (Fauziana, 2022). In the learning process, when a person has confidence in himself in the learning process, the students' interest in the learning process increases (Wahyu et al., 2023).

Therefore, the belief that a person has in their ability to recognize and complete the various tasks needed to achieve success can be defined as self-efficacy.

The five components that make up the self-efficacy indicator are: believing that you can try hard, believing that you can inspire yourself, believing that you can overcome challenges, and believing that you can perform certain tasks (Azizah, 2022).

2. Family Environment

The family environment is the initial learning place, because this is where children first receive education and supervision (Azizah, 2022). The environment that has a major influence on a person's interest is the family environment. Children's enthusiasm for learning, which triggers interest in learning, is something that families can help with (Wahyu et al., 2023).

With this, the family environment can be expected to be a source of motivation to learn, have an awareness of the importance of the family's role in their children's education, create a warm family, provide attention and understanding of children's learning.

Family relationships, home environment, economic status, maternal and paternal attention, and cultural conditions are the six components that make up the family environment indicator.

3. Learning Interest

Interest in learning is an aspect that motivates a person, because this fosters self-satisfaction and emotions of enjoyment in the learning process (Sari, 2022). Curiosity in learning can also be defined as an unforced preference or interest in a subject or activity (Br Karo Sekali et al., 2022).

Having an interest in learning is basically recognizing a connection between oneself and the outside world. When students do not instill a strong motivation to learn and are not engaged in the material being studied, it will be difficult to achieve effective learning outcomes. On the other hand, when students study with a strong desire to learn, they are less likely to experience learning obstacles and, of course, achieve better learning outcomes.

The three elements that make up the learning interest indicator are the concentration of attention, feelings, and ideas of the subject, pleasure in learning, and readiness to fully participate in the process to get the best results (Darmadi, 2017).

MATERIALS & METHODS

This research was conducted using quantitative methods, by utilizing numbers at the stages of data collection, analysis, and presentation of results (Agus Zaenul Fitri, 2020). This research runs by taking data collected in the form of numbers, words or sentences which are then converted into numbers. After that, the numerical data is processed and examined to extract scientific meaning from the existing data.

This study uses a saturated sample technique, where all members of the existing population are included in the sampling (Sugiyono, 2022). In selecting the sample, certain factors related to the research objectives must be considered, so that data collection is not carried out randomly. The sample criteria in this study were X Accounting class students of SMK PGRI 2 Kediri with a total population or sample of 75 students.

RESULT

The stage carried out in quantitative research after collecting all respondent data is to analyze the data. Some of the tasks involved in data analysis include organizing data according to the variables of each respondent, presenting data carefully for each variable, calculating answers to

problem formulations, and calculating validation of the hypotheses presented. The data analysis techniques carried out are multiple linear regression, hypothesis testing, coefficient of determination test, and classical assumption test with the help of IBM SPSS version 24 software.

The following are the results of the normality test using Kolmogorov-Smirnov in this study:

Table 1 Uji Kolmogorov Smirnov Test		
One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		75
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	3,46713375
Most Extreme Differences	Absolute	,072
	Positive	,072
	Negative	-,054
Test Statistic		,072
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.		

Source: (SPSS Version 24 output processed, 2024)

The normality test in the table above obtained the results of Sig. 0.200> 0.05, proving that the data has a normal distribution.

Table 2 Multicollinearity Test Results

Coefficients[a]			
Model		**Collinearity Statistics**	
		Tolerance	**VIF**
1	(Constant)		
	Self-Efficacy	,457	2,191
	Lingkungan Keluarga	,457	2,191
a. Dependent Variable: Y			

Source: (SPSS Version 24 output processed, 2024)

According to the data analysis, the tolerance number for the variables of self-efficacy and family environment is 0.457 which is higher than the threshold of 0.10. In addition, the VIF value of the two variables is 2.191 which is significantly smaller than the maximum value of 10. Then, it can be stated that there is no multicollinearity problem in this study.
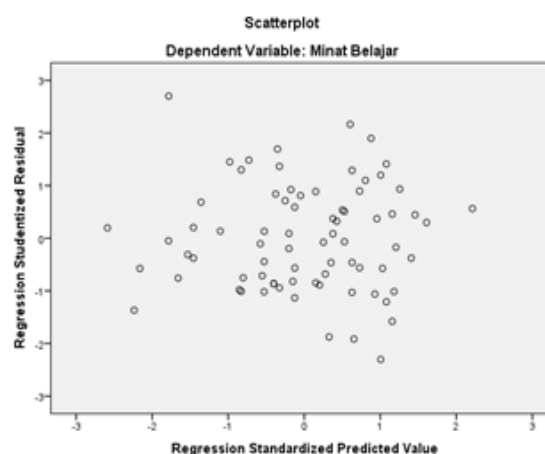

Figure 1. Heteroscedasticity Test Scatterplot Source: (Processed SPSS Version 24 Output, 2024)

The heteroscedasticity test is a technique used to check whether there is variation in the residual variance of a regression. In this case, a scatterplot graph is used to analyze the distribution of data points. The graph above shows that the points are randomly scattered around zero on the Y-axis, which indicates that there is no clear pattern in the residual variance. Hence, it is said that the regression model tested does not exhibit heteroscedasticity and thus, is considered free from such problems.

Table 3 Autocorrelation Test Results

Model Summary[b]										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,709[a]	,503	,489	3,51496	,503	36,432	2	72	,000	1,998
a. Predictors: (Constant), X2, X1										
b. Dependent Variable: Y										

Source: (Processed SPSS Version 24 Output, 2024)

The DW value is 1.998 and the value of two to look for (k = 2, N = 75) is 1.680, as shown by the autocorrelation test results above. Thus, 1.680 - 4 = 2.320. In addition, the Durbin Watson value is set at 1.571 < 1.998 < 2.320, or dU < d < 4-dU. So, it is concluded that there is no autocorrelation.

Table 4 Results of t test

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5,740	4,677		1,227	,224		
	X1	,438	,129	,416	3,382	,001	,457	2,191
	X2	,263	,094	,345	2,802	,007	,457	2,191
a. Dependent Variable: Y								

Source: (Processed SPSS Version 24 Output, 2024)

The acquisition of data analysis in the t test, namely:

a. The self-efficacy variable (X1) shows a large t count> t table of 3.382> 1.995 and the Sig. number of the X1 variable is 0.001 <0.05, then H0 is rejected. With this it is proven that X1 (self-efficacy) affects Y (interest in learning).

b. The family environment variable (X2) shows a large t count> t table of 2.802> 1.995 and the Sig. number of the X2 variable is 0.007 <0.05, then H0 is rejected. With this it is proven that X2 (family environment) affects Y (interest in learning).

Table 5 F Test Results

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	900,231	2	450,116	36,432	,000[b]
	Residual	889,555	72	12,355		
	Total	1789,787	74			
a. Dependent Variable: Y						
b. Predictors: (Constant), X2, X1						

Source: (Processed SPSS Version 24 Output, 2024)

The existence of the f test is to see whether each independent variable in the regression model contributes to the dependent variable simultaneously. The f test results show how X1 (self-efficacy) and X2 (family environment) impact Y (interest in learning) simultaneously. The determined significance value of 0.000 and the F value of 36.432 support this. Based on these findings, it is possible to reject H0 which states that interest in learning is not influenced by self-efficacy and family environment.

Table 6 Results of the Coefficient of Determination

Model Summaryᵇ										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,709ª	,503	,489	3,51496	,503	36,432	2	72	,000	1,998
a. Predictors: (Constant), X2, X1										
b. Dependent Variable: Y										

Source: (Processed SPSS Version 24 Output, 2024)

From the R2 value above, self-efficacy and family environment have a contribution of 50.3% to learning interest. With that 49.7% is dominated by different components that are not examined in this study. The R square value of 0.503 proves a moderate correlation between these variables and interest in learning.

DISCUSSION
Based on the research results, it can be explained from the influence of each variable:

1. The Effect of Self Efficacy on Learning Interest
After obtaining a significant value of variable X1 <0.05, namely 0.001 or t count> t table, namely 3.382> 1.995, then from the results of the research data analysis test, namely the t test (partial), H0 is rejected. This shows that X1 (self-efficacy) affects Y (interest in learning) to a certain extent. Based on the average score of self-efficacy of SMK PGRI 2 Kediri students, the majority of respondents (56%) gave an Agree answer. This is quite good because it shows that student learning can be supported by self-efficacy alone.

The results of the study (Hartati et al., 2021) also show a good and relevant correlation between self-efficacy on math learning outcomes and the acquisition of this research is theoretically useful in the development of educational psychology. In research (Fitriani & Pujiastuti, 2021) shows how self-efficacy affects math learning outcomes. Self-efficacy contributes 65.3% to math learning outcomes which are fully and positively related. Meanwhile, in

research (Aryanti & Muhsin, 2020). Research on the effect of self-efficacy, parental involvement, classroom environment, and creative instruction on student learning motivation at SMK PGRI 01 Semarang shows a positive and significant impact on student learning motivation.

2. The Effect of Family Environment on Learning Interest
From the results of the partial t test used in the analysis of research data, it was found that the significant value of the X2 variable was less than 0.005 or 0.007 or t count> t table, namely 2.802> 1.995, which means H0 was rejected. This indicates that the response of Y (interest in learning) to X2 (family environment) is partial. From the average score of the family environment of students of SMK PGRI 2 Kediri, the majority of respondents' answers were on the Very Agree alternative, which amounted to 56%. This is quite good because it means that the student's family environment is quite supportive of student learning.

Research conducted (Br Karo Sekali et al., 2022) shows a significant influence between the family environment on the learning interest of SDN 020254 Binjai Kota students. Where the family environment variable contributes 67.2% to interest in learning. Meanwhile, in research (Rejeki & Rozi, 2021) the family environment has an influence of 12.04% on interest in learning, based on the results of the partial significance test. This indicates that PGRI Mejobo High School students majoring in Office Administration have high and low

levels of interest in learning, and the home environment influences these factors in a positive and noteworthy way. There is also research (Sari, 2022) which shows a significant effect of family environment on interest in learning of 39.4% in students at Madrasah Tsanawiyah Ma'arif Balong.

3. The Effect of Self Efficacy and Family Environment on Learning Interest

The results of data analysis prove that the calculated F value is 36.432 and the Sig. number is 0.000 <0.05 proving that H0 is accepted, which indicates that self-efficacy and family environment simultaneously have an impact on learning interest. Research conducted (Sarjono et al., 2020) supports the findings in this study where interest in learning and family environment have an influence on student achievement simultaneously have an influence, where a sig value of 0.000 <0.05 is obtained.

The data analysis results reveal that the coefficient of determination, or R^2, shows that self-efficacy and family environment are able to explain 50.3% of the variation in interest in learning. Which proves that there is a moderate relationship between these variables. The remaining 49.7% of the variation in interest in learning is influenced by different variables that are not included in this study.

The research findings (Azizah, 2022) also support the results of this study, where the influence of self-efficacy and family environment on students' desire to learn economics in class XI IPS SMA Negeri Jatinunggal. Based on the results of R square of 47%, self-efficacy and family environment prove a quite relevant influence on interest in learning, respectively 29.65% and 17.4%. The results of the study (Wahyu et al., 2023) showed that the interest of students of class XI IPS SMAN 5 Surakarta was positively and significantly affected by self-efficacy and family environment. The simultaneous test for F count is 25.675 which exceeds the F table of 2.89, with a significance figure of 0.000 which is significantly no more than the specified significance limit of 0.05.

CONCLUSION

Based on the findings of this study, a summary can be formulated:

1. From the analysis of the partial test using SPSS, the result of the significance value of the self-efficacy variable is 0.001 with a variable significance number of 0.001 <0.05 with this stated H0 rejected. Making the self-efficacy variable has an influence on interest in learning.

2. From the analysis of the parsisal test using SPSS, the results of the significance of the family environment variable are 0.007 where the significance of the family environment variable is 0.007 <0.05 with this stated H0 is rejected. Making the family environment variable partially has a significant effect on interest in learning.

3. From the results of the data research analysis with the f test (simultaneous) it shows that Fhitung = 36.432 with a significant figure of 0.000 <0.05 with this H0 is rejected, which means that the variables of self-efficacy and family environment simultaneously have a significant effect on interest in learning.

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