

The Effect of Self Efficacy on Students' Divergent Thinking Ability in Islamic Education Subjects at YLPI Perhentian Marpoyan Junior High School

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ARTICLE INFORMATION	ABSTRACT
Article History: Received, 25-08-2024 Accepted, 09-10-2024 Published, 07-12-2024	<i>This study aims to explore the influence of self-efficacy on students' divergent thinking skills in Islamic Religious Education subjects at SMP YLPI Perhentian Marpoyan. Self-efficacy, which is an individual's belief in their ability to achieve goals, plays an important role in the learning process and can influence students' actions in facing educational challenges. Divergent thinking, on the other hand, is the ability to generate creative ideas and alternative solutions, which are essential in the increasingly complex context of modern education. The results of the study showed that there was a significant influence between self-efficacy and students' divergent thinking, with a significance value of 0.000 indicating that the alternative hypothesis was accepted. The level of influence of self-efficacy on students' divergent thinking was recorded at 18.5%, indicating that although the influence was relatively low, there was still a significant contribution in improving students' divergent thinking skills. It can be predicted that if self-efficacy is increased, it will contribute to improving students' divergent thinking by 0.362 or 36.2%. This study concludes that increasing students' self-efficacy can contribute to the development of different thinking skills. Therefore, it is suggested that educators focus their efforts on fostering self-efficacy among students, so as to enhance divergent thinking skills that are essential in learning Islamic Religious Education and other subjects. This study provides valuable insights for the development of more effective and relevant educational strategies to the demands of the times.</i>
Keywords: <i>Self-efficacy; Divergent; Thinking</i>	

INTRODUCTION

Existence the 21st century is marked with the era of revolution industry 4.0 which in the 21st century will become century openness or century globalization. In this century , participants educate sued For can develop skills , including is think *divergent* (Muthmainnah, 2023) . In the context of education, the ability think *divergent* become a ability main for participant educate For prepare self face various the situation that occurred in the future will come (Khoerudin, 2023) .

Think *divergent* refers to the ability participant educate generate and develop ideas for problems and solutions. Skills think *divergent* can stimulate participant educate in developing skills think level continue. Thinking *divergent* is a reasoning process in which the mind free move to various direction , so that allow a number of solution (Cohean & Swerdlik, 2010:354) .

Divergent thinking refers to potential individual For solve problem use method ask different and not limited by expertise at this time for give various possibility Answer. Question *divergent* emphasize range responses that can be tested from corner view , fluency , flexibility , originality , and erabolization (Chen, 2020) . Through the process of thinking *divergent* , participants educate Study with method see a breakdown problem from various corner look and learn How find innovative answers as well as can finish problem (Princess, 2019) .

Related with thinking and solving problem, there is a number of influential aspects on the thinking process someone in progress problems, among others is *self-efficacy*. Statement from Ningsih & Hayati, (2020) that A aspect affective important from Study is *self-efficacy* . According to research conducted Konaszewski, (2021) , *self-efficacy* play a role important in responding situation difficult and pushing familiarity with situation certain . *Self-efficacy* influence method We face existing pressure. *Self-efficacy* that exists within oneself somebody can influence how is the person respond to the pressures that arise.

According to (Bandura, 1997:3) , *Self-efficacy* is belief individual to ability himself in managing self , carry out a task , achieve a goal , produce something , or do a actions that show a ability certain . So in this case *Self-efficacy* can influence action participant educate in achieving desired goal , besides it is also as mover for participant educate during the learning process in progress so that can increase results learning and also ability think *divergent* participant educate (Wulansari, 2019) .

Self-efficacy refers to perception individual about his ability For finish task or reach a purpose. This affects motivation someone and make him want to try more hard. Participants students who have high *self- efficacy* will always try For finish existing problems, and No easy break up hope when face difficulties. While participant educate who does not own courage For convey idea , feeling ashamed , feel afraid , anxious , usually own low *self- efficacy* (Astuti & Pratama, 2020) . In this case the participants students who have *self-efficacy* in learning, tends own ways For make himself can go out obstacle or disruption in learning, so effective in learning.

METHOD

This type of research is study quantitative with approach correlation is carried out start June to with September 2024 at YLPI Perhentian Middle School Marpoyan Pekanbaru. The population in this study is all over YLPI Perhentian Middle School students Marpoyan, which consists of 147 students. The technique used For take The sample in this study is saturated sampling. With variable free (X) in this study is *self-efficacy*, whereas variable bound (Y) is think *divergent*.

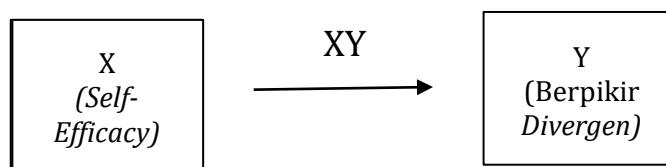


Figure 1. Research Design

Data collection method used in this study is method questionnaire (questionnaire). The questionnaire used in this study was questionnaire closed containing question Where Respondent only give mark (✓) on the answer that is considered most appropriate with the reality that exists within oneself respondents. After the data is collected furthermore done data analysis. Compilation questionnaire use scale Likert with five options answer with category study questionnaire positive namely: answer 5 for Strongly Agree (SS), 4 Agree (S), 3 Sufficient Agree (CS), 2 Disagree (TS), and 1 Strongly Disagree (STS). Data analysis techniques used in this study are normality tests, linearity tests, and hypothesis tests.

RESULTS AND DISCUSSION

Based on the data found in the field that has been collected and processed data that has been done so obtained results data analysis in this study can explained that that mark significance for data on variable X (*Self Efficacy*) and variable Y (divergent thinking)) of 0.200. Because the value its significance more big from 0.05 ($0.200 > 0.05$) then the data for variable X (*Self Efficacy*) and variable Y (thinking) *divergent*) is normally distributed.

And for the linearity test in this study, we used method *Test For Linearity*. Can be explained that obtained mark significance 0.464 more big from 0.05 or ($0.464 > 0.05$) which means there is linear relationship significant between self-efficacy variables and variables think divergent.

For hypothesis test results there is influence *self-efficacy* to think *divergent* students at YLPI Perhentian Middle School Marpoyan. Hypothesis testing show that mark significance is 0.000 or ($0.000 < 0.05$). This means that H_a is accepted. It means there is influence *self-efficacy* to think *divergent* student Islamic Religious Education Subject at YLPI Perhentian Middle School Marpoyan.

Whereas mark The R Square coefficient is 0.185 which means level influence variable X *self-efficacy* to variable Y thinks *divergent* student that is of 0.185 or 18.5% with "very low" criteria, whereas the remaining $100\% - 18.5\% = 81.5\%$ is influenced by factors others. As for the level connection between *self-efficacy* (X) towards think *divergence* (Y) of 0.430 or 43.0%, with "moderate" criteria.

Result of This research is *self-efficacy* if improved and implemented can increase think *divergent* students in YLPI Middle School Stopover Marpoyan by 36.2%. On the other hand If *self-efficacy* (X) no improved and implemented so think *divergent* students will also decrease by 36.2%. Therefore that, *self-efficacy* (X) is sufficient help in improving skills think *divergent* (Y) students eye Islamic Religious Education lessons at YLPI Perhentian Middle School Marpoyan.

CONCLUSION

Based on discussion and results processing of research data conducted through a simple linear regression test which shows probability of $0.000 < 0.05$, then hypothesis study acceptance and *self-efficacy* own influence to think *divergent* students. Can be explained that every *self-efficacy* (X) is applied will increase skills think *divergent* of 0.362 or 36.2%. On the other hand If No applied so think divergent students will also decrease by 0.362 or 36.2%.

Can be concluded that big level influence between *self-efficacy* (X) towards skills think *divergent* (Y) students is of 0.185 or 18.5% is in the range of 0.00 – 0.199, which means there is influence with criteria level “very low” category. While the rest of 81.5% which is influenced by other factors that are not included in this study. This means that Influence *Self-Efficacy* To Think *Divergent* Students at YLPI Middle School Stop Marpoyan categorized as “very low”.

Result of This research is *self-efficacy* if improved and implemented can increase think *divergent* student Islamic Religious Education Subject at YLPI Perhentian Middle School Marpoyan by 18.5%. On the other hand If *self-efficacy* (X) no improved and implemented so think *divergent* students will also decrease by 18.5%.

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