

The Influence of Self-Concept on Students' Interest in Learning Aqidah Akhlak at Madrasah Tsanawiyah Humairoh Kampar

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ABSTRACT

This study aims to determine the effect of self-concept on students' interest in learning Akidah Akhlak at MTs Humairoh Kampar. The research was motivated by the low learning interest shown by some students, as reflected in their lack of attention during lessons, low classroom participation, and low self-confidence in the learning process. Self-concept is considered one of the internal factors that may influence students' learning interest. This research employed a quantitative approach with a correlational research design. The population consisted of 50 students from grades VII, VIII, and IX. Using a saturated sampling technique, all members of the population were selected as the research sample. Data were collected through observation, questionnaires, and documentation. The data were analyzed using descriptive statistics and simple linear regression with the assistance of SPSS software. Prior to hypothesis testing, the data were examined through tests of normality, homogeneity, linearity, validity, and reliability. The results showed that students' self-concept was categorized as good, with a percentage of 77%, while students' learning interest was also categorized as good, with a percentage of 74%. The hypothesis test using simple linear regression revealed a significance value of $0.002 < 0.05$, indicating that H_a was accepted and H_0 was rejected. Therefore, it can be concluded that there is a significant effect of self-concept on students' interest in learning Akidah Akhlak at MTs Humairoh Kampar. The magnitude of the effect of self-concept on students' learning interest was indicated by the coefficient of determination (R Square) value of 0.254 or 25.4%. This finding demonstrates that a positive self-concept can enhance students' interest in learning Akidah Akhlak.

Keywords: *Self-Concept, Interest in Learning, Aqidah Akhlak*

A. Introduction

Education does not only focus on students' cognitive abilities, but also on the development of character and spirituality. In the madrasah environment, the subject of Akidah Akhlak plays an important role in shaping students' Islamic personalities based on faith and noble character. However, the rapid development of globalization and technology has caused students' interest in learning religious subjects to decline. One of the internal factors influencing learning interest is self-concept, which refers to how individuals perceive and evaluate themselves.

According to William Fitts, self-concept includes self-identity, social functioning, and personal values that influence an individual's attitudes and behavior in learning. Self-concept is formed through experiences and social interactions within the environment. Widodo emphasized that family support plays a crucial role in developing a positive self-concept among adolescents [Widodo, 2022: 24]. In addition, Lestari stated that students with a positive self-concept tend to achieve better academic performance because they have confidence in their own abilities [Lestari, 2021: 115]. Putri also explained that a low self-concept may cause students to feel incapable, making them reluctant to participate in learning activities [Putri, 2022: 52]. In the context of Akidah Akhlak learning, a positive self-concept helps students more easily understand and internalize the Islamic values being taught.

Learning interest itself refers to the internal drive that encourages students to feel attracted to and enjoy the learning process. Andriani mentioned that learning interest is an important factor that motivates students to actively engage in learning activities [Andriani, 2021: 23]. Hasanah also stated that learning interest is closely related to students' willingness and efforts to achieve academic success [Hasanah, 2022: 21]. Students who have a high level of learning interest are usually more active in asking questions, participating in discussions, and striving to understand the lesson material. On the other hand, low learning interest causes students to lose focus and enthusiasm during the learning process.

Based on observations conducted at MTs Humairoh Kampar, several indications of low learning interest among students were identified, such as paying little attention to teachers' explanations, frequently leaving and entering the classroom during lessons, being reluctant to ask questions, delaying assignments, and feeling afraid of failure when facing examinations. In addition, some students still displayed impolite behavior toward teachers and had not fully applied the moral values learned in their daily lives.

These conditions indicate that the learning process has not fully addressed the psychological aspects of students, particularly in developing a positive self-concept. Preliminary observations also revealed that some students actually possessed a fairly positive self-concept, such as having the courage to speak in front of the class and being able to accept themselves as they are. However, there were still obstacles in the learning process that reflected students' low interest in learning. This low learning interest not only affects academic achievement but also hinders the development of students' character and spirituality. Therefore, a deeper study regarding the relationship between self-concept and students' learning interest, particularly in the subject of Akidah Akhlak, is needed.

This research is important to determine the extent to which self-concept influences students' interest in learning at MTs Humairoh Kampar. Based on this background, the researcher is interested in conducting a study entitled "The Influence of Self-Concept on Students' Interest in Learning Akidah Akhlak at Madrasah Tsanawiyah Humairoh Kampar."

B. Literature Review

Several previous studies have shown that learning interest is influenced by various factors, both from within the students themselves and from the learning environment. A

study conducted by Tayyaba M. Akram, Ayesha Ijaz, and Hamid Ikram in Lahore entitled *Exploring the Factors Responsible for Declining Students' Interest in Chemistry* found that low learning interest is influenced by students' age, teaching methods, and learning activities.

The study explained that engaging learning activities, such as laboratory experiments, can increase students' interest in learning chemistry. In addition, teachers' teaching methods greatly affect students' interest in the subject. Another study conducted by Horowitz, Rabin, and Brodale entitled *Improving Student Performance in Organic Chemistry: Help Seeking Behaviors and Prior Chemistry Aptitude* showed that teachers need to apply appropriate and engaging teaching strategies in order to motivate students and enhance their learning interest.

In addition to learning-related factors, self-concept also has a close relationship with students' learning interest. A study conducted by Irwan W. entitled *Hubungan Antara Konsep Diri dengan Minat Siswa SMA Negeri 1 Pabelan* demonstrated a positive and significant relationship between self-concept and students' learning interest, with a correlation value of $r_{xy} = 0.441$. The findings indicated that the more positive the students' self-concept, the higher their interest in learning.

Another study conducted by Dede Nurlatifah entitled *Pengaruh Konsep Diri terhadap Minat Menjadi Guru pada Mahasiswa Jurusan Pendidikan IPS Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta* also found that self-concept has a positive influence on an individual's interest. This was evidenced by a significance value of $0.000 < 0.05$, indicating a significant influence between self-concept and interest. Based on these studies, it can be concluded that self-concept is one of the important factors that can influence a person's learning interest.

C. Research Method

This study employed a quantitative approach with a correlational research design aimed at determining the influence of self-concept on students' interest in learning Akidah Akhlak at MTs Humairoh Kampar. The research was conducted during the first semester of the 2025/2026 academic year at MTs Humairoh Kampar, located on Jalan Masa Karya, Balam Jaya Village, Tambang District. The subjects of the study were students in grades VII, VIII, and IX, with a total population of 50 students. The sampling technique used was saturated sampling (total sampling), meaning that the entire population was selected as the research sample. Data collection techniques included observation, questionnaires, and documentation. Observation was used to identify the initial conditions and symptoms related to students' learning interest, while questionnaires were used to obtain data regarding students' self-concept and learning interest through a Likert scale consisting of five response options: strongly agree, agree, neutral, disagree, and strongly disagree. Documentation was utilized to gather information regarding the school profile, the condition of teachers and students, as well as the school's facilities and infrastructure. The research data were analyzed using descriptive statistical techniques and simple linear regression with the assistance of SPSS software. Before conducting regression analysis, the data were first tested through normality, homogeneity, and linearity tests to ensure that the data met the requirements for analysis. The research instruments consisted of self-concept and learning-interest questionnaires, which had been tested for validity and reliability using the Product Moment formula and Cronbach's Alpha to ensure that the collected data possessed a high level of validity and consistency.

D. Results and Discussion

1. Self-Concept

a. Definition of Self-Concept

Self-concept refers to an individual's understanding of themselves as a whole person with unique characteristics that make them easily recognizable through those distinctive traits. In addition, self-concept functions as a part of the self that helps individuals understand their own needs and objectively reflect on their strengths and weaknesses.

According to William H. Fitts, self-concept is an important aspect of an individual that serves as a frame of reference in interacting with the surrounding environment. Fitts also states that self-concept greatly influences individual behavior. When a person has a positive perception of their abilities, they tend to feel more confident and assured in taking action.

Desmita explains that self-concept is part of students' psychosocial development that teachers need to understand because it has a significant influence on the educational process. Furthermore, low academic achievement and lack of learning interest are often factors contributing to deviant behavior among students in the classroom [Desmita, 2019: 163].

Such behavior is generally influenced by students' negative views and attitudes toward themselves. The same condition is often found among students who experience learning difficulties, which are usually caused by their perception that they are incapable of completing the tasks assigned by teachers at school.

Through social interaction, the environment plays an important role in shaping individuals. One of the outcomes of this interaction is the formation of self-concept. Self-concept refers to various internal aspects of an individual, such as emotions, thoughts, roles, and values attached to oneself. Since interaction is a major factor in the formation of self-concept, the self-concept possessed by an individual will influence how they behave. Therefore, understanding an individual's self-concept is essential, especially within educational institutions [Shintaviana, 2015: 2].

The affective component is related to feelings toward these perceptions, such as "I am happy being unintelligent because it is better for me," or "I feel ashamed because I am unintelligent." In social psychology, the cognitive component is known as *self-image*, while the affective component is referred to as *self-esteem*. Both components have a significant influence on a person's interpersonal communication patterns [Rakhmat, 2021: 100].

b. External Dimensions

1) Identity Self-Concept

This aspect refers to how individuals describe themselves. Identity is the most basic dimension of self-concept and relates to the question, "*Who am I?*" The answer to this question reflects a person's self-identity. This aspect is strongly influenced by external factors and the surrounding environment.

2) Behavioral Self-Concept

This aspect reflects how individuals perceive themselves based on their daily behavior and actions. Behavioral self-concept represents a person's

evaluation of their own conduct. The behaviors formed are usually followed by certain consequences from the environment, which determine whether the behavior should be maintained or changed.

3) Satisfaction Self-Concept

This aspect reflects how individuals describe themselves based on the level of satisfaction or acceptance they feel toward themselves. Satisfaction self-concept is highly influenced by external responses from others. For example, when a person is frequently praised for being attractive, their sense of self-satisfaction and self-acceptance tends to increase.

c. Internal Dimensions

1) Physical Self-Concept

This aspect refers to how individuals evaluate their own physical condition, including health, appearance, and physical abilities. For example, when someone feels less attractive, too short, or physically inadequate, it reflects a negative perception of their physical self [Hartanti, 2019].

2) Aspek vMoral Self-Concept

This aspect refers to an individual's evaluation of themselves based on moral values and ethical principles. It includes a person's perception of their relationship with God, satisfaction with their beliefs, religious practices, and their ability to distinguish between right and wrong within themselves.

3) Personal Self-Concept

This aspect reflects an individual's ability to understand and evaluate their own personality. The evaluation is internal in nature and does not depend on physical appearance or relationships with others, but rather on the level of satisfaction with oneself as a whole person.

4) Family Self-Concept

This aspect reflects an individual's perception and evaluation of their role and position within the family. It includes the extent of their closeness and relationship with other family members as part of the family unit.

5) Social Self-Concept

This aspect examines how individuals build social interactions, particularly from the perspective of how others view the quality of their relationships with the surrounding environment.

2. Learning Interest

According to Slameto, learning interest is an individual's tendency to focus more attention and feel attracted to a particular activity or subject over a long period of time. In the context of education, learning interest is very important because it encourages students to actively participate in the learning process [Slameto, 2021].

Slameto explains that the aspects used to measure learning interest include:

a. Attention

Interest is characterized by a high level of attention toward an object or activity. Individuals who have interest tend to show full focus and concentration on what attracts them. (*Students pay close attention to the teacher and learning materials during the lesson.*)

b. Emotional Attraction

Interest also involves feelings of enjoyment and pleasure toward an activity, which motivate individuals to continue engaging in it. (*Students feel happy and interested in the subject matter being studied.*)

c. Active Participation

Individuals with strong interest tend to actively participate in activities related to their interests, such as asking questions, seeking information, and engaging in learning activities. (*Students actively ask questions, participate in discussions, and engage in classroom activities.*)

d. Persistence

Interest is reflected in seriousness and perseverance when facing difficulties or obstacles in an activity. (*Students continue trying to understand the lesson despite experiencing difficulties or challenges.*)

Based on Slameto's view, interest is a persistent drive to pay attention to and engage in various activities [Slameto, 2021: 180]. Meanwhile, Djaali defines interest as a feeling of pleasure and attraction toward something or an activity that arises without external pressure [Djaali, 2023: 121]. Interest can also be understood as an individual's psychological tendency involving cognitive, volitional, and emotional aspects that are directed toward certain feelings [Ahmadi, 2015: 148].

Learning interest plays an important role in academic achievement because individuals who are highly interested in something tend to be more diligent and motivated in pursuing it. Conversely, without interest, individuals may find it difficult to give their best effort. For example, a child who is interested in art will strive to explore and develop their artistic abilities more deeply.

3. The Relationship Between Self-Concept and Learning Interest

Self-concept and learning interest are closely related and supported by various theories in educational psychology. Self-concept refers to an individual's perception of themselves, including physical, social, and academic aspects. Individuals with a positive self-concept tend to see themselves as competent, valuable, and capable of achieving success. In contrast, individuals with a negative self-concept often doubt their abilities and lack self-confidence.

In the educational context, a positive self-concept motivates students to become more enthusiastic about learning activities because they believe that their efforts will produce positive results. On the other hand, learning interest refers to a strong tendency to pay attention to and enjoy learning activities without coercion. Learning interest does not emerge spontaneously but develops through experience, self-belief, and interaction with the environment.

Behavioral cognitive theory explains that interest develops when individuals have positive perceptions of their abilities and experience enjoyable learning situations. Therefore, self-concept plays an important role in shaping learning interest, because positive self-evaluation can foster curiosity, motivation, and willingness to make efforts in learning.

Several studies indicate a strong and significant relationship between self-concept and learning interest. For example, students with a positive academic self-concept tend to

feel more confident in understanding learning materials, which encourages them to participate more actively and enthusiastically in the learning process. Conversely, students with a poor self-concept are more likely to avoid participation because they feel incapable or inadequate.

This finding is consistent with the view of Calhoun and Acocella, who argue that self-evaluation influences an individual's expectations and behavior in achieving their goals. In other words, the more positively students perceive themselves, the stronger their motivation and interest in learning will be.

Students' academic self-concept greatly influences their interest in learning. When students develop a positive perception of themselves in the school environment, they tend to believe in their ability to master academic materials. This confidence encourages them to become more enthusiastic and motivated during classroom learning activities.

Research conducted by Wigfield et al. shows that positive perceptions of one's abilities are directly related to an individual's interest in engaging in learning activities [Wigfield, 2021]. Similarly, research by Putri found that self-concept has a significant relationship with the learning interest of students at SMA Negeri 11 Medan, with a correlation value of $r = 0.557$. This means that the more positive a student's self-concept is, the higher their learning interest will be [Putri, 2022].

Therefore, it can be concluded that there is a strong relationship between self-concept and learning interest. A positive self-concept strengthens self-confidence, feelings of competence, and motivation, which ultimately increase students' interest in learning. Likewise, success achieved through strong learning interest can further strengthen students' positive self-evaluation. Thus, this study assumes that there is a significant positive relationship between self-concept and students' learning interest [Yusuf, 2019].

4. Research Location Description

a. Profile and Historical Development of MTs Humairoh HNN Kampar

MTs Humairoh HNN Kampar is one of the Islamic junior high school institutions located on Masa Karya Street, RT 02 RW 01, Tarab Mandiri Hamlet, Tarai Bangun Village, Tambang District, Kampar Regency, Riau Province. The school operates under the Humairoh Annisa Foundation with the National School Identification Number (NPSN) 69851402. It is a private Islamic school accredited with grade B.

MTs Humairoh HNN was established in 2013 as a development of the Humairoh Riau Educational Foundation, which had been founded in 2006 through the initiative of community leaders under the leadership of Mr. Seto Biantoro. Initially, the foundation established Humairoh Kindergarten in Kubang Jaya Village and later expanded by founding several educational institutions, including MTs Humairoh HNN in Tarai Bangun. The establishment of this madrasah was motivated by the desire to improve the quality of education in the surrounding community, particularly Islamic-based education, since there had previously been no madrasah in the area.

The establishment of MTs Humairoh HNN was closely related to the dedication and struggle of Herni Sinaria, S.Ag., affectionately known as Bu Yet. With the support of a piece of land donated by a colleague, Bu Yet and her husband began building the Islamic educational institution in the area. In its early stages, the school only had a

simple wooden classroom resembling a small hut. At times, the teaching and learning process had to borrow space from the local MDTA (Madrasah Diniyah Takmiliah Awaliyah). However, through hard work, perseverance, and strong commitment, Bu Yet succeeded in gaining support from generous donors, enabling the school building to develop into a more permanent institution as it is today.

Although Bu Yet worked as an honorary teacher and had to support her family of six children, she consistently devoted herself to the field of education and continued striving for the sustainability of the madrasah. As an Islamic educational institution, MTs Humairoh HNN carries the vision: *“Achieving Excellence and Progressive Insight Based on Faith and Piety.”* This vision serves as the foundation for the development of the school’s operational curriculum, which is designed to meet students’ needs while adapting to the advancement of the times.

The madrasah seeks to face the challenges of globalization, scientific and technological development, and social change while maintaining Islamic values. To realize its vision, MTs Humairoh HNN has several missions, including strengthening students’ faith and noble character, improving the quality of teachers and graduates, implementing creative and innovative technology-based learning, improving educational facilities, and creating a clean, healthy, and disciplined school environment.

The educational objectives of MTs Humairoh HNN are directed toward developing students’ academic and non-academic abilities based on faith and devotion to Allah SWT. The school aims to produce students with strong religious character, good reading habits, and the ability to keep up with developments in science and technology. In addition, the learning process is conducted actively, creatively, effectively, and enjoyably through a scientific approach integrated with information technology. The implementation of Islamic values is also reflected in activities such as congregational prayers, Qur’an reading and writing programs, and other religious activities.

In carrying out its educational activities, MTs Humairoh HNN is led by Herni Sinaria, S.Ag. as the principal, assisted by several vice principals responsible for curriculum, facilities and infrastructure, public relations, and student affairs. The school has nine teachers, most of whom hold bachelor’s degrees (S1). The teachers teach both general and religious subjects, including Aqidah Akhlak, Fiqh, Arabic, English, Mathematics, Science, Al-Qur’an Hadith, and Tahfidz.

The total number of students at MTs Humairoh HNN is 58, consisting of students from grades VII, VIII, and IX. To support the learning process, the school is equipped with several facilities and infrastructures, such as the principal’s office, teachers’ room, classrooms for grades VII to IX, and bathrooms for teachers and students. These facilities play an important role in supporting effective teaching and learning activities.

b. Research Data Analysis

This section discusses the data obtained by the researcher during the study conducted at MTs Humairoh HNN. The data analyzed include students’ self-concept and their learning interest in the Aqidah Akhlak subject. The following are the research findings:

1) Results of the Self-Concept Questionnaire Data Analysis

Based on the questionnaires distributed to 50 students from grades VII, VIII, and IX, the researcher converted the responses into numerical data using a Likert scale measurement. The questionnaire data were then analyzed quantitatively to produce percentage-based results. Furthermore, the quantitative data were converted into qualitative interpretations. To identify students' responses regarding the self-concept variable, the data are presented in the following table:

Results of Students' Response Questionnaire for Variable Y

No	Total
Siswa 1	51
Siswa 2	65
Siswa 3	46
Siswa 4	60
Siswa 5	46
Siswa 6	52
Siswa 7	52
Siswa 8	53
Siswa 9	49
Siswa 10	47
Siswa 11	48
Siswa 12	48
Siswa 13	39
Siswa 14	58
Siswa 15	44
Siswa 16	45
Siswa 17	55
Siswa 18	50
Siswa 19	40
Siswa 20	49
Siswa 21	45
Siswa 22	47
Siswa 23	39
Siswa 24	46

Siswa 25	55
Siswa 26	47
Siswa 27	39
Siswa 28	53
Siswa 29	40
Siswa 30	42
Siswa 31	65
Siswa 32	51
Siswa 33	39
Siswa 34	45
Siswa 35	49
Siswa 36	45
Siswa 37	49
Siswa 38	49
Siswa 39	53
Siswa 40	48
Siswa 41	39
Siswa 42	52
Siswa 43	43
Siswa 44	42
Siswa 45	46
Siswa 46	47
Siswa 47	51
Siswa 48	38
Siswa 49	51
Siswa 50	39

No	Indikator Angket	Minat Belajar Siswa	
		Presentase	Kesimpulan
1	Fokus saat pelajaran, tidak mudah terdistraksi	71%	Baik
2	Merasa senang dengan pelajaran Akidah Akhlak	73%	Baik
3	Aktif bertanya, berdiskusi, mencari informasi	69%	Baik
4	Rajin, tekun, tetap belajar meski sulit	74%	Baik
5	Belajar karena sadar pentingnya tujuan belajar	85%	Baik Sekali
Rata-rata		74%	Baik

Based on the table above, it can be seen that, overall, students' learning interest in Akidah Akhlak learning received positive responses from the students. This indicates that students' learning interest can support them in providing positive responses during the learning process. This can be observed from the average results of the student response questionnaire regarding learning interest, which obtained a percentage of 74% and was categorized as good.

2) Results of Validity and Reliability Tests

a) Validity Test

The validity test was conducted to ensure that the measurement instrument used in this study was truly capable of measuring the variables under investigation. In this research, the validity test was carried out using the Pearson Product Moment correlation approach with the assistance of SPSS software. An item is considered valid if its calculated r-value (r-count) is greater than the r-table value at a significance level of 0.05. The r-table value obtained was 0.279 based on the number of respondents at a significance level of 0.05. Below are the results of the validity test for the questionnaire instrument (Variable X).

Results of the Validity Test for the Variable X Questionnaire

No	Total
Siswa 1	48
Siswa 2	42
Siswa 3	44
Siswa 4	54
Siswa 5	39
Siswa 6	46
Siswa 7	46
Siswa 8	55
Siswa 9	39
Siswa 10	48
Siswa 11	52
Siswa 12	52
Siswa 13	39

Tabel 12 hasil uji validitas angket variabel X

Soal	r hitung	r tabel	Keterangan
1	0,454	0,279	Valid
2	0,626	0,279	Valid
3	0,617	0,279	Valid

4	0,550	0,279	Valid
5	0,557	0,279	Valid
6	0,478	0,279	Valid
7	0,601	0,279	Valid
8	0,533	0,279	valid
9	0,470	0,279	valid
10	0,575	0,279	valid
11	0,412	0,279	valid
12	0,390	0,279	valid
13	0,427	0,279	valid

Based on the test results above, all questionnaire items showed that the calculated r-values (r-count) were greater than the r-table value. Therefore, it can be concluded that the research instrument meets the validity standards and can be used for further analysis. In addition, the validity test was also applied to the questionnaire instrument (Variable Y) with the following results:

Validity Test Results of Questionnaire Instrument for Variable Y

No	Total
Siswa 1	51
Siswa 2	65
Siswa 3	46
Siswa 5	60
Siswa 6	46
Siswa 7	52
Siswa 8	52
Siswa 9	53
Siswa 10	49
Siswa 11	47
Siswa 12	48
Siswa 13	48

Soal	r hitung	r tabel	Keterangan
1	0,677	0,279	Valid

2	0,666	0,279	Valid
3	0,555	0,279	Valid
4	0,598	0,279	Valid
5	0,613	0,279	Valid
6	0,519	0,279	Valid
7	0,717	0,279	Valid
8	0,606	0,279	Valid
9	0,525	0,279	Valid
10	0,379	0,279	Valid
11	0,620	0,279	Valid
12	0,610	0,279	Valid
13	0,297	0,279	valid

Based on the findings above, it can be concluded that all items in the questionnaire instrument for Variable Y satisfy the validity requirements, as the calculated r-values (r-count) are greater than the r-table values. Therefore, the instrument is appropriate for use in further analysis. These findings indicate that all items in the questionnaire instruments for Variables X and Y possess a high level of validity and are thus suitable for application in this research.

b) Reliability Test

The reliability test was conducted to evaluate the extent to which the research instrument produces consistent and trustworthy data. This test is carried out after the validity test by examining the items that have already been proven valid. In reliability testing, a coefficient value below 0.6 is considered poor, a value of 0.7 is considered acceptable, and a value above 0.8 is regarded as good.

CRITERIA

RELIABILIT

Y

0,000-0,199	Sangat tidak reliabel
0,200-0,399	Tidak reliabel
0,400-0,599	Cukup reliabel

0,600-0,799	Reliabel
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In this study, the reliability test was conducted using the Cronbach's Alpha method through SPSS software. An instrument is considered reliable if the Cronbach's Alpha value is greater than 0.70. The following are the results of the reliability test for each variable.

SPSS Reliability Test Results for Variable X

RELIABILITY STATISTICS

Cronbach's Alpha	N of Items
0,773	13

Second Reliability Test Results of the Questionnaire Instrument for Variable Y

Table 16. Second Reliability Test Results of the Questionnaire Instrument for Variable Y

RELIABILITY STATISTICS

Cronbach's Alpha ^a	N of Items
0,818	13

Second Reliability Test Results of the Questionnaire Instrument Variables

Variabel	Jumlah Item	Cronbach's Alpha	Keterangan
X (Konsep Diri)	13	0,773	Reliabel
Y (Minat Belajar)	13	0,818	Reliabel

c. Hypothesis Testing

1) Results of the Prerequisite Tests

a) Normality Test

The normality test was conducted to determine whether the obtained data were normally distributed. In this study, the normality test was carried out to examine whether the questionnaire data for variable X and variable Y followed a normal distribution by applying the

Kolmogorov–Smirnov statistical test. The following are the results of the normality test for both variables:

Results of the Kolmogorov–Smirnov Normality Test Calculation

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Konsep Diri	0,141	50	0,200 [*]	0,958	50	0,399
Minat Belajar	0,087	50	0,200	0,945	50	0,022
a.Lilliefors Significance Correction						

Based on the data analysis using the Kolmogorov–Smirnov test, the significance value obtained for variable X (self-concept) was 0.200. Meanwhile, the significance level (α) was 0.05. Therefore, it can be concluded that the data for variable X were normally distributed because $0.200 > 0.05$. Similarly, for variable Y (learning interest), the significance value obtained was also 0.200, while the significance level (α) remained 0.05. Thus, the data for variable Y were also normally distributed because $0.200 > 0.05$.

b) Homogeneity Test

The homogeneity test is a statistical test used to determine whether two variables have similar or homogeneous variances. In this study, the questionnaire data for variable X and variable Y were tested. The results obtained from the homogeneity test can be seen in the following table:

Results of the SPSS Homogeneity Test Calculation

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Konsep Diri	Based on Mean	0.002	1	98	0.969
	Based on Median	0.022	1	98	0.882
	Based on Median and with adjusted df	0.022	1	97.973	0.882
	Based on trimmed mean	0.000	1	98	0.995

Based on the analysis of self-concept data using SPSS software, a variance value of 0.969 was obtained, with a significance level of 0.05. Therefore, the self-concept data can be considered homogeneous because $0.969 > 0.05$. This indicates that self-concept has an influence on students' learning interest.

c) Linearity Test

The linearity test was conducted to determine whether there is a significant and linear relationship between the two variables. In this study, the data for variable X and variable Y were tested. The results of the linearity test can be seen in the table below:

Results of the SPSS Linearity Test Calculation

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat belajar *	Between Groups	(Combined)	978.830	21	46.611	1,318	0,245
konsep diri		Linearity	1.329	1	1.329	0,038	0,848
		Deviation from Linearity	977.501	20	48.875	1,382	0,212
Within Groups			990.550	28	35.377		
Total			1969.380	49			

Based on the data analysis conducted using SPSS software, it can be seen from the table above that the significance value calculated for the relationship between variables X and Y was $0.212 > 0.05$. Therefore, it can be concluded that the data exhibit a linear pattern.

d. Hypothesis Test Results

Based on the statistical prerequisite tests, it was found that the data for variable X and variable Y were normally distributed. Therefore, hypothesis testing could be conducted using simple linear regression analysis with the assistance of SPSS software. The results of the calculation can be seen in the following table:

Results of the Hypothesis Test Using the Simple Linear Regression Formula

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	67.822	6.024		11.258	<,001
	Konsep diri	-.400	0,119	-.435	-3.351	0,002

The value of α is obtained from the statistical table at a 5% significance level. The decision rule in hypothesis testing states that if the significance value is lower than α , then H_a is accepted. Based on Table IV.19 above, it can be seen that $0.002 < 0.05$; therefore, it can be concluded that there is an influence of self-concept on students' learning interest.

Model Summary of the Simple Linear Regression Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.504 ^a	0,254	0,239	5.53123

Predictors: (Constant), Learning Interest

The coefficient of determination (R Square) is used to measure how much influence the independent variable (self-concept) has on students' behavior. From the presented table, it can be seen that the R Square value is 0.254. This means that, based on the regression model, the influence of self-concept on students' learning interest is 25.4%.

e. Discussion of Research Results

Based on the data presented in Table IV.8, it can be seen that students' responses regarding self-concept reached a percentage of 77%, which is classified as good based on the criteria determined through the questionnaire analysis distributed to 50 respondents. Students' learning interest in Akidah Akhlak learning was also in the good category, with a percentage of 74% based on the established criteria from the questionnaire analysis distributed to 50 respondents.

Based on the validity testing conducted on both variables, each item showed a calculated r value greater than the r table value ($r_{\text{count}} > r_{\text{table}}$). Thus, it can be concluded that the research instrument meets the validity standards and is suitable for further analysis. After the instrument testing, to determine the influence of self-concept on students' learning interest in Akidah Akhlak at MTs Humairoh Kampar, data analysis was conducted using simple

linear regression, considering that the data were normally distributed and homogeneous.

From the hypothesis testing results using simple linear regression on both variables self-concept and students' learning interest—it was found that the significance value was lower than α ($0.002 < 0.05$). Therefore, it can be concluded that there is an influence of self-concept on students' learning interest in Akidah Akhlak at MTs Humairoh Kampar.

William H. Fitts stated that self-concept is an important aspect of an individual's personality. It serves as a crucial internal component that guides a person in interacting with their environment. Fitts also emphasized that self-concept has a strong influence on human behavior. Individuals who perceive their potential positively tend to feel more confident and believe in their abilities.

According to Desmita, understanding self-concept is an essential part of students' psychosocial development that teachers need to recognize, as it plays a significant role in the learning process. There is strong evidence showing that low achievement and low learning interest may lead to deviant behavior in the classroom. Such behavior often arises from students' negative perceptions and attitudes toward themselves. Likewise, students who experience learning difficulties are usually influenced by the perception that they are unable to complete assigned tasks at school.

Based on the opinion of Slameto, interest is a tendency that makes individuals focus more and enjoy certain objects or activities consistently and relatively stably. In the field of education, learning interest plays a very important role because it encourages students to actively participate in the learning process.

E. Conclusion

Based on the research findings and data analysis, it can be concluded that self-concept has a significant influence on students' learning interest in Akidah Akhlak at MTs Humairoh Kampar. This conclusion is derived from the results of the simple linear regression test using SPSS, which shows that the significance value is lower than α ($0.002 < 0.05$). Therefore, H_a is accepted and H_0 is rejected. An effective self-concept has an influence of 25.4% on students' learning interest. Having a positive self-concept, understanding personal religious and moral values, and maintaining good interaction between teachers and students can increase comfort and enthusiasm in learning. By applying a positive self-concept strategy and creating a supportive learning environment that encourages active participation, students will have a high level of interest in learning. Conversely, a negative self-concept can lead to a lack of participation. Therefore, teachers need to apply positive self-concept strategies to create a healthy learning environment and enhance students' motivation and interest in learning.

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