THE INFLUENCE OF ACHIEVEMENT MOTIVATION AND SELF ESTEEM ON STUDENTS' ISLAMIC RELIGIOUS EDUCATION LEARNING OUTCOMES

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Keywords:	ABSTRACTS
Achievement Motivation, Self-Esteem, Learning Outcomes, Islamic Religious Education	**Background:** Achievement motivation and self-esteem are crucial psychological factors in determining students' learning success, including in Islamic Religious Education (PAI). **Purpose:** This study aims to examine the influence of these two factors on PAI learning outcomes among students at SMP Negeri 39 Padang. **Method:** Employing a quantitative approach with multiple linear regression analysis, data were collected through questionnaires and final examination scores in PAI from 113 students. **Result:** The findings reveal that both achievement motivation and self-esteem have a positive and significant effect on PAI learning outcomes, with self-esteem emerging as the more dominant factor. **Conclusion:** These results highlight the essential role of teachers in fostering students' self-esteem and achievement motivation through positive instructional strategies to enhance their academic achievement.

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A. INTRODUCTION

Islamic Religious Education (PAI) plays a vital role in shaping the character, morality, and spirituality of young generations ((Salisah, 2024);Judrah, 2024); Muslim, 2024). To achieve this goal, optimal learning outcomes are essential. Learning achievement is influenced not only by academic or cognitive factors but also by psychological factors such as achievement motivation and self-esteem (Mahfud, 2024)). Achievement motivation drives students to pursue higher learning targets ((Rahmawati, 2023; (Fernando, 2023), while self-esteem shapes students' confidence in their ability to achieve academic success (Hasan, 2021; (Oktavia, 2022).

Achievement motivation and self-esteem have been proven to play a crucial role in determining students' academic success. Previous studies emphasize that achievement motivation encourages students to set higher learning goals, while self-esteem is closely related to confidence in facing academic challenges (Schunk et al., 2014; Santrock, 2011). Research in educational psychology also shows that the combination of these two factors can significantly enhance academic performance across different subjects (Richardson et al., 2012).

International literature further reinforces these findings. Marsh & Craven (2006) and Huang (2011) demonstrated that self-concept and self-esteem exert a strong influence on academic achievement across educational contexts. Likewise, a meta-analysis by Steinmayr et al., (2019) confirmed that intrinsic motivation is a significant predictor of academic performance among students in various countries. In other words, psychological factors serve as a fundamental basis for academic achievement.

Nevertheless, most prior studies have focused primarily on general or secular subjects (Putwain et al., 2019). In the context of PAI, research on the influence of achievement motivation and self-esteem on learning outcomes remains relatively limited. Yet, PAI plays a distinctive role—not only emphasizing cognitive attainment but also fostering students' affective and spiritual development (Azra, 2019). Recent studies in Islamic education further indicate that achievement motivation among Islamic studies students is strongly associated with self-efficacy and the application of problem-based learning (PBL), which has been shown to enhance both academic engagement and religiosity (Islam et al., 2023).

Therefore, this study is crucial in filling the gap in the literature by specifically examining the role of achievement motivation and self-esteem in relation to PAI learning outcomes. The purpose of this study is to analyze the extent to which these psychological factors influence students' academic achievement in PAI at the junior high school level. Theoretically, this research is expected to broaden perspectives in the field of educational psychology within Islamic education. Practically, the findings are anticipated to serve as a reference for PAI teachers in designing learning strategies that not only enhance academic performance but also strengthen students' self-esteem and motivation within the framework of religiosity (Rahman & Yusuf, 2021); (Mulyana, 2022).

B. METHOD

This study employed a quantitative approach with a correlational method to analyze the influence of achievement motivation and self-esteem on students' learning outcomes in Islamic Religious Education (PAI). The research population consisted of all students of SMP Negeri 39 Padang enrolled in the odd semester of the 2023/2024

academic year, totaling 451 students. The research sample was determined to be 113 students using a simple random sampling technique, providing each member of the population with an equal chance of selection.

Research Instruments a. *Achievement Motivation Questionnaire* – developed based on McClelland's theory, covering four indicators: (1) goal orientation, (2) persistence in learning, (3) courage to face challenges, and (4) drive to achieve better results. The questionnaire used a 5-point Likert scale (ranging from "strongly disagree" to "strongly agree"). b. *Self-Esteem Scale* – adapted from the Rosenberg Self-Esteem Scale (RSES) and modified to suit the Indonesian cultural context, consisting of 10 positive and negative statements. c. *Final Examination Scores in PAI* – used as an indicator of students' cognitive learning outcomes.

Instrument Validity and Reliability: a. *Content Validity* was assessed by three experts—two lecturers in Islamic Religious Education and one educational psychology specialist—who evaluated the appropriateness of the items with the construct indicators.

b. *Empirical Validity* was tested through corrected item-total correlation analysis using SPSS, where items with correlation coefficients exceeding the critical value of r (α = 0.05) were considered valid. c. *Instrument Reliability* was measured using Cronbach's Alpha coefficient, yielding α = 0.78 for achievement motivation and α = 0.81 for self-esteem, indicating a high level of reliability ($\geq$ 0.70).

Data Collection Procedure: Data were collected through the direct distribution of questionnaires to SMP Negeri 39 Padang students in January 2024. The procedure included: (1) obtaining formal permission from the school and explaining the research objectives to the respondents, (2) securing informed consent from both teachers and students before filling out the questionnaires, (3) ensuring the confidentiality of respondents' data, and (4) emphasizing voluntary participation without coercion.

Data Analysis Technique: The analysis was conducted in two stages: **1. Preliminary Tests**: a. Normality Test using Kolmogorov-Smirnov. b. Linearity Test using One-Way ANOVA. c. Multicollinearity Test using Tolerance (> 0.10) and VIF (< 10) values. **2. Hypothesis Testing**: a. *Multiple Correlation* was applied to examine the joint relationship between achievement motivation, self-esteem, and learning outcomes:

$$Rx_1x_2y = \sqrt{\frac{r^2x^2 + r^2x_2y - 2.rx_1y.rx_2y.rx_1x_2}{1 - r^2x_1x_2}}$$

b. *Multiple Linear Regression* was used to determine both the simultaneous and partial effects of the independent variables on learning outcomes. The regression equation applied was: Y=a+b1X1+b2X2. c. Significance testing was conducted using the *F-test* for simultaneous effects and the *t-test* for partial effects. The *F-test* formula used was:

$$F = \frac{\frac{Rx_1x_2y}{k}}{\frac{1-R^2_{x_1x_2y}}{n-k-1}}$$

C. RESULT AND DISCUSSION
Result

Data Description of Achievement Motivation is normally distributed or close to normal with an average or mean of 75.60, a standard deviation value of 14.80 and N = 113. Based on these averages, it shows that the achievement motivation of students at SMP N 39 Padang City is in the high category.

Description of the distributed Self Esteem Data which is said to be normal or close to normal with an average or mean of 90.27, a standard deviation value of 15.607 and N = 113. Based on this average, it shows that the self-esteem of students at SMP N 39 Padang is in the very high category.

Learning Outcomes Data is distributed normally or close to normal with an average or mean of 76.26, a standard deviation value of 9.59 and N = 113. Based on these averages, it shows that the learning outcomes of students at SMP N 39 Padang are in the high category.

Before the data is analyzed, a normality test, linearity test and multicollinearity test are first carried out.

Hypothesis Testing

The hypothesis can be accepted if "r table" with a significance level of 5% or 95% confidence level with degrees of freedom dk=N-nr or 113-2=111 is smaller than "r calculated". Likewise, vice versa if the correlation index is "r calculated" smaller than "rtabel" then the hypothesis is rejected.

Below are presented the results of testing the three research hypotheses proposed above.

1. Achievement motivation (X_1) influences learning outcomes (Y)

Correlation analysis of achievement motivation with learning outcomes produces a correlation coefficient of rx_1y = 0.325. To test the significance of the correlation coefficient, it is presented in the following table.

Table 1
Results of correlation analysis of X1 to Y
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.325[a]	.106	.098	9.108

In the table above, it can be seen that the r value is 0.325, which shows the correlation coefficient between achievement motivation and learning outcomes. The r Square value is 10.6. This shows that 10.6% of students' achievement motivation influences learning outcomes.

Then proceed with linear regression. The results of simple regression analysis for X_1 and Y with the SPSS 16.0 program are:

Table 2
Uji Signifikan
ANOVA[b]

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1091.035	1	1091.035	13.152	.000[a]
Residual	9207.889	111	82.954		
Total	10298.924	112			

a. Predictors: (Constant), motivasi berprestasi

b. Dependent Variable: hasil belajar

Table 3
Simple Regression Results of X1 against Y
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	60.316	4.479		13.465	.000
motivasi berprestasi	.211	.058	.325	3.627	.000

a. Dependent Variable: hasil belajar

Based on the table, there is a significant influence between achievement motivation (X1) on learning outcomes (Y). This is proven by the anova test or F_test, it turns out that the F_count is 13.152 with a significance level of 0.000 because the probability (0.000) is much smaller than 0.05 so the regression model can be used to predict learning outcomes. The table shows that the regression equation is as follows: $Y=a+b\_1 \ x\_1 = 60,316+0.325$. Where: x_1 = Achievement motivation Y = Learning outcomes.

The constant of 60.316 states that if there is no increase in the value of the achievement motivation variable (X1), then the learning outcomes of students at SMP N 39 Padang (Y) are 0.325. The regression coefficient of 0.211 states that each addition (because of the + sign) is one score or ability value will provide an increase in score of $a+b+1=0.211+ 60,316 +1=61,527$

T test to test the significance of constants and dependent variables (achievement motivation). The regression coefficient test criteria for the achievement motivation variable on learning outcomes are as follows:

Hypothesis in sentence form

Ha: there is a significant influence between achievement motivation on the learning outcomes of students at SMP N 39 Padang

Ho: achievement motivation does not significantly influence the learning outcomes of students at SMP N 39 Padang.

Basis for decision making: by comparing the calculated t_value with the t_table value as follows: If the calculated t_value>t_table value, then Ho is rejected, meaning the regression coefficient is significant. If the t_count value <t_table value, then Ho is accepted, meaning the regression coefficient is not significant

The t_calculated value is taken from the t_calculated value table for the variable X1 = 3.627

t table value Significant level (α) = 0.05. Dk (degrees of freedom) = number of data (n)-2=113-2=111. The test was carried out on two sides, so the t_table value = 1.671

Decision: Because the t_count value> t_table value, or 3,627> 1.671, Ho is rejected. It can be seen in the sig (significance) column in the table that there is a value of 0.0001 or the probability is far below 0.05 because the t_count>t_table value, or 3,627>1.671, then Ho is rejected, meaning that the regression coefficient is significant or achievement motivation has a significant effect on participants' learning outcomes. student at SMP N 39 Padang.

1. Self-esteem (X2) influences learning outcomes (Y)

Correlation analysis of self-esteem (X2) has a significant effect on learning outcomes (Y) producing a correlation coefficient of rx1y = 0.480. To test the significance of the correlation coefficient, it is presented in the following table.

Table 4
Results of correlation analysis of X2 against Y
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480[a]	.230	.224	8.450

a. Predictors: (Constant), self esteem

b. Dependent Variable: hasil belajar

From the table above, it can be seen that the correlation coefficient between self-esteem and the learning outcomes of students at SMP N 39 Padang is 0.480. The r Square value is 0.230. This shows that 23% of students' self-esteem influences learning outcomes.

Then, to test the hypothesis, the calculated r value (rxy) is consulted with the r table (rt), namely N-nr=113-2=111. In the "r' product moment" table, the r table (rt) value for df = 111 at the 5% confidence level is found to be 0.195. Thus the hypothesis which states "there is a significant influence between self-esteem on the learning outcomes of students at SMP N 39 Padang" is accepted because r is calculated (rxy = 0.480> rt = 0.195). This means that the better the students' self-esteem in learning, the higher the learning outcomes of students at SMP N 39 Padang.

Then proceed with linear regression. The formula used is as follows:

Kp = determinant coefficient value

r = correlation coefficient value

$Kp=r^2 \times 100\%$ = 〖0.480〗 ^2 x 100

= 0.2304 x 100%

=23.04 (X2 and Y)

Based on the calculation above, the self-esteem of students at SMP N 39 Padang is 23%.

Then proceed with linear regression. The results of simple regression analysis for X2 and Y with the SPSS 16.0 program are as follows.

Table 5
Uji Signifikansi
ANOVA[b]

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2373.416	1	2373.416	33.241	.000[a]
Residual	7925.508	111	71.401		
Total	10298.924	112			

a. Predictors: (Constant), self esteem

b. Dependent Variable: hasil belajar

Table 6
Results of Simple Regression Analysis X2 against Y
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	49.635	4.686		10.592	.000
self esteem	.295	.051	.480	5.765	.000

a. Dependent Variable: hasil belajar

Based on the table, there is a significant influence between self-esteem (X2) on learning outcomes. This is proven by the anova test or F_test, it turns out that the F_count is 33,241 with a significance level of 0.000 because the probability (0.000) is much smaller than 0.05 so the regression model can be used to predict learning outcomes. The table shows that the regression equation is as follows: $Y=a+b_1 x_1 = 33,241+0.480$

Where: x_1=Self-esteem Y=Learning results

The constant of 49.635 states that if there is no increase in the value of the self-esteem variable (X2), then the learning outcomes of students at SMP N 39 Padang (Y) are 0.480. The regression coefficient of 0.295 states that each addition (because of the + sign) is one score or ability value will provide an increase in score of a+b+1=0.295+ 49,635 +1= 50.93

The t test is to test the significance of the constant and dependent variable (self-esteem). The criteria for testing the regression coefficient of the self-esteem variable on learning outcomes are as follows:

Hypothesis: Ha: there is a significant influence between self-esteem on the learning outcomes of students at SMP N 39 Padang. Ho: self-esteem does not significantly influence the learning outcomes of students at SMP N 39 Padang

Basis for decision making: by comparing the calculated t_value with the t_table value as follows: If the calculated t_value>t_table value, then Ho is rejected, meaning

the regression coefficient is significant. If the t_count value <t_table value, then Ho is accepted, meaning the regression coefficient is not significant.

The t_calculated value is taken from the t_calculated value table for the variable X_2 = 5.765 t_table value ignificant level (α) = 0.05. Dk (degrees of freedom) = number of data (n)-2=113-2=111. The test was carried out on two sides, so the t_table value = 1.671

Decision: Because the t_count value> t_table value, or 5,765> 1.671, Ho is rejected. It can be seen in the sig (significance) column in the table that there is a value of 0.0001 or the probability is far below 0.05 because the t_count>t_table value, or 5,765>1.671, then Ho is rejected, meaning that the regression coefficient is significant or self-esteem has a significant effect on participants' learning outcomes. student at SMP N 39 Padang.

2. Achievement motivation (X_1) and self-esteem (X_2) together influence learning outcomes (Y).

Correlation analysis of achievement motivation (X_1) and self-esteem (X_2) which together influence learning outcomes (Y) produces a correlation coefficient of rx_1y = 0.586. To test the significance of the correlation coefficient, it is presented in the following table.

Table 7
Results of correlation analysis X1 and X2 with Y

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.586[a]	.344	.332	7.838

a. Predictors: (Constant), self-esteem, motivasi berprestasi

b. Dependent Variable: hasil belajar

From the table above, it can be seen that the correlation coefficient between achievement motivation and self-esteem on PAI learning outcomes for students at SMP N 39 Padang is 0.586. The r Square value is 0.344. This shows that 34.4% of students' achievement motivation and self-esteem influence learning outcomes.

To test the hypothesis, the calculated r value (rxy) is consulted with the r table (rt), namely N-nr=113-2=111. In the r Product Moment table, the r table (rt) value for df = 111 at the 5% confidence level is found to be 0.195. Thus the hypothesis which states 'there is a significant influence between achievement motivation and students' self-esteem on the PAI learning outcomes of students at SMP N 39 Padang' is accepted because r is calculated (rxy=0.586> rt=0.195). This means that the better the students' achievement motivation and self-esteem, the higher the learning outcomes.

Then proceed with linear regression. The formula used is as follows: Kp = determinant coefficient value
r = correlation coefficient value
$Kp=r^2 x100\%$ = $[0.586]^2$ x 100%
= 0.343396 x 100%
=34.3396 (X1,X2 and Y)

Based on the calculations above, achievement motivation and self-esteem on the learning outcomes of SMP N 39 Padang students is 34.4%.

Then proceed with linear regression. The results of the multiple regression analysis for (achievement motivation) X1 and (self-esteem) X2 with Y using the SPSS 16.0 program.

Based on the table, there is a significant influence between achievement motivation and self-esteem on learning outcomes. This is proven by the anova test or F_test, it turns out that the F_count is 28.825 with a significance level of 0.000 because the probability (0.000) is much smaller than 0.05 so the regression model can be used to predict learning outcomes. The table shows that the regression equation is as follows: $Y = a + b_1 x_1 + b_2 x_2 = 32,696 + 0.218 x_1 + 0.300 x_2$

Where: x_1 = Achievement motivation x_2 = Self-esteem Y = Learning results

The constant of 32.696 states that if there is no increase in the value of the achievement motivation (X1) and self-esteem (X2) variables, then the learning outcomes of students at SMP N 39 Padang (Y) are 0.586. The regression coefficient of 0.218 states that each addition (because of the + sign) one score or ability value will provide a score increase of 0.300.

T test to test the significance of constants and dependent variables (learning outcomes). The regression coefficient test criteria for the achievement motivation and self-esteem variables on learning outcomes are as follows:

Statistical hypothesis Ha: rx1y#0 Ho: rx1y=0

Basis for decision making: by comparing the calculated t_value with the t_table value as follows: If the calculated t_value>t_table value, then Ho is rejected, meaning the regression coefficient is significant. If the t_count value <t_table value, then Ho is accepted, meaning the regression coefficient is not significant. The t_calculated value is taken in table 3. The t_calculated value for variable X2 = 5.609. t_table value Significant level (α) = 0.05. Dk (degrees of freedom) = number of data (n)-2=113-2=111. The test was carried out on two sides, so the t_table value = 1.671

Decision: Because the t_count value>t_table value, or 5.609>1.671, Ho is rejected. It can be seen in the sig (significance) column in the table that there is a value of 0.0001 or the probability is far below 0.05 because the t_count>t_table value, or 5.609>1.671, then Ho is rejected, meaning that the regression coefficient is significant or self-esteem has a significant effect on participants' learning outcomes. student at SMP N 39 Padang.

DISCUSSION

This study found that achievement motivation and self-esteem have a positive and significant influence on students' learning outcomes in Islamic Religious Education (PAI), with self-esteem showing a stronger effect (Santrock, 2011; (Rita, 2024). This finding aligns with the view of (Clemes et al., 2001), who emphasized that one way to help children achieve success in life is by fostering their self-esteem. Similarly, Darmadi (2017) highlighted that all successful individuals share a universal characteristic: high self-esteem. Branden (1996) further asserted that the higher a person's self-esteem, the more ambitious they become.

These findings are supported by international studies. Alghamdi (2023) found that low self-esteem was correlated with poor academic achievement among university students in Saudi Arabia. Wu et al., (2021) reinforced the reciprocal relationship model between academic self-concept and achievement, which explains why self-esteem significantly affects academic outcomes. Taken together, these findings suggest that

self-esteem is a key psychological factor that makes students more enthusiastic, confident, and motivated in the learning process.

From the perspective of motivation, this study is consistent with Weiner's findings, which demonstrated that students with strong achievement motivation tend to persevere more in completing tasks compared to those with lower motivation (Wuryani, 1989; Wuryani, 1989; Handoko, 1985) emphasized that achievement motivation reflects a tendency to complete tasks through active effort in order to achieve optimal results. Similarly, McClelland, as cited in (Djaali, 2007), described achievement motivation as a physiological and psychological condition that drives individuals to engage in activities aimed at achieving the highest possible goals. Across contexts, meta-analytic studies have also confirmed the significant role of motivation in improving academic performance (Richardson et al., 2012; Steinmayr et al., 2019).

Therefore, the findings of this study reinforce the argument that in religious education, learning outcomes are shaped not only by cognitive factors but also by affective and psychological aspects such as self-esteem and motivation. From an educational psychology perspective, these results support intrinsic motivation theory, which emphasizes the importance of internal factors in driving academic achievement (Richardson et al., 2012; Putwain et al., 2019).

Practical Implications: PAI teachers can enhance students' learning outcomes by fostering self-esteem through positive approaches, trust-building, peer support, and constructive feedback. Teachers can also design learning activities that emphasize incremental success (*scaffolding*) to build students' confidence while strengthening their achievement motivation.

Limitations and Future Research: This study has limitations, particularly in terms of the relatively small sample size and the use of a survey method. Future studies are expected to expand the sample scope, incorporate qualitative approaches, and compare religious education with general or secular subjects to examine whether the effects of self-esteem and motivation remain consistent across different fields of study.

D. CONCLUSION

This study demonstrates that achievement motivation and self-esteem have a positive and significant effect on students' learning outcomes in Islamic Religious Education (PAI). Among these two factors, self-esteem exerts a stronger influence, highlighting that students' confidence is a crucial determinant of academic success. These findings support intrinsic motivation theory (Richardson et al., 2012) and are consistent with cross-cultural studies on the role of psychological factors in academic achievement (Wu et al., 2021).

Practical Implications: PAI teachers can enhance student learning outcomes by: (1) Recognizing and rewarding students' efforts, not just their results. (2) Integrating active and constructive learning methods. (3) Promoting self-esteem through trust and opportunities for gradual success. (4) Providing personalized guidance for students with low self-esteem. (5) Creating an inclusive and supportive classroom environment.

Limitations and Future Research: This study is limited by its relatively small sample size and survey-based method. Future research is recommended to expand the scope and employ qualitative approaches to deepen the understanding of motivation and self-esteem within the context of Islamic education.

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