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Acting Independently in Decision-Making: Its Correlation with Student Engagement in REI Study Program Lectures

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Robi Zulfikar¹, Nandia Ayuzmal², Nuriski Hairuniska³, Ratna Juwita⁴, Nur Fadilah⁵, Sherfina Indah Aprilia⁶, Siti Zulaikhah⁷

33
 123456 Universitas Islam Negeri Raden Intan Lampung, Indonesia

Email : (robizulfikar08@gmail.com)

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Abstrak: Penelitian ini bertujuan untuk menganalisis hubungan antara kemandirian dalam mengambil keputusan sebagai bagian dari kepercayaan diri dengan 32terlibatan mahasiswa dalam perkuliahan pada Program Studi Pendidikan Agama Islam UIN Raden Intan Lampung. Rendahnya keterlibatan mahasiswa (33%) dan kemandirian dalam men22ambil keputusan (34%) menjadi dasar dilakukannya penelitian ini. Penelitian menggunakan pendekatan kuantitatif dengan jenis ex-post facto pada 81 mahasiswa REI semester 5 tahun ajaran 2024/2025 yang dipilih melalui simple random sampling dari pop8asi sebanyak 414 mahasiswa. Pengumpulan data menggunakan angket skala Likert yang telah diuji validitas dan reliabilitasnya. Analisis data meliputi uji r19malitas, homogenitas, linearitas, heteroskedastisitas, uji t, uji F, dan koefisien determinasi menggunakan IBM SPSS Statistics versi 23. Hasil penelitian menunjukkan bahwa kemandirian berpengaruh positif dan signifikan terhadap keterlibatan mahasiswa dengan nilai signifikansi 0,017 ($p < 0,05$) dan F hitung sebesar 5,906. Namun kontribusi kemandirian

terhadap keterlibatan hanya sebesar 7% ($R^2 = 0,070$), sedangkan 93% lainnya dipengaruhi oleh faktor di luar penelitian ini. Penelitian ini menghadirkan kebaruan dalam mengungkap keterkaitan psikologis dan pedagogis secara simultan pada konteks pembelajaran REI yang selama ini didominasi metode ceramah dan materi yang dianggap kurang relevan dengan tujuan karir mahasiswa. Hasil penelitian ini dapat menjadi bahan pertimbangan bagi dosen untuk merancang strategi pembelajaran yang lebih interaktif dan relevan guna meningkatkan kemandirian dan keterlibatan mahasiswa dalam perkuliahan.

Keywords:
independence, self-confidence, student involvement, learning interest, Islamic Religious Education.

Abstract: This study aims to analyze the relationship between decisional autonomy—as an aspect of self-confidence—and student engagement in learning within the Islamic Education program at UIN Raden Intan Lampung. The low levels of student engagement (33 %) and decisional autonomy (34 %) provided the rationale for this investigation. A quantitative ex post facto design was employed with 81 fifth-semester students in the 2024/2025 academic year, selected by simple random sampling from a population of 414. Data were collected via a Likert-scale questionnaire whose validity and reliability had been established. The analysis included tests for normality, homogeneity, linearity, and heteroskedasticity, as well as t-tests, F-tests, and the coefficient of determination, all conducted using IBM SPSS Statistics version 23. The results indicate that decisional autonomy has a positive and significant effect on student engagement, with a significance value of 0.017 ($p < 0.05$) and an F-statistic of 5.906. However, decisional autonomy accounts for only 7 % of the variance in engagement ($R^2 = 0.070$), while the remaining 93 % is attributable to factors beyond the scope of this study. This research contributes novel insights by simultaneously revealing the psychological and pedagogical interplay in an Islamic Education context that has traditionally relied on lecture methods and material perceived as insufficiently aligned with students' career objectives. The findings may inform instructors in designing more interactive and relevant instructional strategies to enhance both decisional autonomy and student engagement.

INTRODUCTION

Education is a means of transforming individuals for the better through a comprehensive and well-planned process. This process helps shape behavior so that individuals can live more meaningfully within their families, communities, and surrounding environments. (Eka Dewi Asih, 2022; Nurliyana & Ulya, 2021; Renna, 2022). Learning is a vital activity that helps students understand the material and develop their potential. One of the key factors that influences the quality of learning is the model used in the teaching and learning process in the classroom. (Suriani, Lilis; Nisa, Khairun; Affandi, 2023). Therefore, lecturers need to apply creative and innovative methods to engage students more effectively and help them achieve the desired learning outcomes (Nurhuda, 2020; Rahmah, 2023).

Self-confidence is an individual's belief in their own abilities and skills when facing various situations. This attitude is one of the key factors that influence daily behavior (Nurrobi, 2022; Salainti, 2024; Setiawan & Sulhan, 2021; Tri Ulviani, 2022). Conversely, a lack of self-confidence can hinder learning success. For example, students may hesitate to express their opinions or answer questions, which can lead to lower academic achievement (Febrianti, 2025; Rais, 2022; Rihadatul, 2025; Yenti & Kunci, 2024). Confident students tend to be more active, such as by answering questions and expressing their opinions, which can enhance their understanding of the material and foster positive social relationships (Khairina & Soedirham, 2022; Marlina, 2022; Munthe, 2023; Widyawati, 2024). The self-confidence that students possess not only affects their courage to participate in class but is also closely related to the aspect of independence.

Independence means developing one's abilities, taking a more active role in various areas, and making the greatest possible contribution in every activity (Anggraeni & Taufik, 2023; Hasyim, 2024). Therefore, within the indicators of self-confidence, independence or acting autonomously is an important element that reflects a student's ability to take responsibility and complete tasks independently (Hamdani, 2020; Muawwanah, 2020; Royyani, 2023). Independence or acting autonomously, as part of the self-confidence indicator, not only plays a role in students' ability to complete tasks independently but is also influenced by the environment, such as parental support (Kuswantini & Priyanti, 2024; Novitasari, 2019; Wahyuningsih, 2023). When students possess strong self-confidence and learning independence, they tend to be better at managing their time and taking responsibility in the learning process. (Sobri, 2020; Fatun Muyasaroh & Rofi'ah, 2021; Umamiyah, 2022). This indirectly fosters an interest in learning, which is an important factor in achieving optimal learning outcomes (Mahdalena, 2022).

In the learning process, interest plays a crucial role for students. If a student lacks interest and attention toward what is being studied, it will be difficult for them to study diligently and achieve good results. This is because learning interest is an internal drive that motivates a person to engage in learning activities (Khairunnisa, 2024). Learning interest is an internal drive that motivates a person to engage in learning activities. According to Feron and Schils, interest in the teaching and learning process is one of the factors that greatly influence the achievement of learning outcomes (Mukkaromah &

Vardia, 2021; Zulfikar & Azizah, 2024) In line with this view, interest plays an important role in the learning process because it can stimulate students' engagement in classroom activities. When students have interest, they are more motivated to participate in lessons, making it easier to achieve learning objectives (Hanun, 2023; Y. P. Tanjung, 2022). Thus, the combination of high learning interest and appropriate teaching methods will support students in achieving optimal learning outcomes (Rahmania & Hudri, 2024; Salichah, 2021). Therefore, active student engagement arising from a high level of learning interest, supported by appropriate teaching strategies, not only promotes the achievement of optimal learning outcomes but also has a long-term impact. This high level of engagement ultimately contributes not only to improved academic performance but also equips students with the skills necessary for success in both their personal lives and careers (Christanty & Cendana, 2021; Rahmania & Hudri, 2024).

One of the issues in the Islamic Religious Education program at UIN Raden Intan Lampung is the low learning interest among students. Survey results show that many students are less interested because they feel the material does not align with their career goals. Additionally, the monotonous teaching methods and excessive lecturing cause them to become quickly bored. Several identified problems include: (1) students' lack of confidence in asking and answering questions, (2) low student participation in classroom learning activities, (3) many students feeling afraid to express their opinions during disagreements in discussions, and (4) students' lack of responsiveness to learning that relies heavily on lecturing methods.



Figure 1

Summary of Preliminary Research Results on Self-Confidence of Islamic Education Students at UIN Raden Intan Lampung

Based on the Summary of the Pre-Research Results on the Self-Confidence of Islamic Education students at UIN Raden Intan Lampung, the indicator 'acting independently in decision-making' has a percentage of 34%, indicating that many students are still unable to make decisions on their own without relying on others. This is a significant issue because independence is a key characteristic of self-confidence. When students lack independence, they tend to hesitate, procrastinate, or always wait for guidance from others, which ultimately hinders their personal and academic

development. This problem needs to be addressed promptly so that students can grow into confident individuals capable of facing challenges independently.



Figure 2
Summary of Preliminary Research Results on Learning Interest of Islamic Education Students at UIN Raden Intan Lampung

Based on the diagram above, the indicator 'student engagement' has a percentage of 33%, indicating that the majority of students are still not actively involved in the lecture process. This low level of engagement is a significant problem because student involvement greatly affects learning effectiveness. If students remain passive listeners and rarely participate, their understanding and interest in the material will decline. Although other indicators such as enjoyment, interest, and attention show better results, the lack of student engagement suggests that the current teaching approach has not been effective in encouraging active participation from students.

Based on the Summary of the Pre-Research Results on Self-Confidence and Learning Interest of Islamic Education students at UIN Raden Intan Lampung, the indicators 'acting independently in decision-making' and 'student engagement' show low results, at 34% and 33% respectively. This indicates that many students are still unable to make decisions independently and remain less active in the learning process (Akbari & Sahibzada, 2020; Safitri & Sutiarmo, 2023). These limitations hinder personal development, self-confidence, and learning effectiveness (Nofita, 2021; Wahdi, 2024). A lack of independence can lead to hesitation in decision-making, while low student engagement diminishes understanding and interest in the material. Therefore, it is important to address these issues promptly so that students can better develop their abilities to face academic and personal challenges.

Previous studies have demonstrated that learning independence, which is a component of self-confidence, has a positive influence on various student outcomes, as shown in the research conducted by Rofiin & Fauzan (2022), Nailu (2025), dan Firmannandya (2023) It has been shown that student engagement in learning is influenced by their level of learning autonomy, where a high degree of autonomy can enhance active participation especially when supported by learning readiness and interactive instructional media that promote comprehension and self-confidence. Although previous studies have demonstrated a positive relationship between self-confidence, learning autonomy, and student engagement, there remains a gap in understanding how learning autonomy, as a component of self-confidence, directly

affects students' active engagement in the context of Islamic Education (REI) study programs particularly when faced with monotonous teaching methods and learning materials perceived as less relevant to students' career goals.

This study offers a novel perspective by revealing the role of learning autonomy as a component of self-confidence in directly influencing students' active engagement within the context of Islamic Education (REI) learning, which has long been dominated by lecture based methods and content perceived as less relevant to students' career aspirations. Furthermore, this research introduces a new approach through a simultaneous analysis of psychological and pedagogical correlations an area that has yet to be extensively explored among REI students in religious higher education institutions.

This study aims to examine the relationship between learning independence, which is a component of self-confidence, and student engagement, which falls under the aspect of learning interest. This study is crucial due to the low learning motivation among students in the Islamic Education (REI) Department at UIN Raden Intan Lampung, which potentially undermines the quality of both the learning process and academic outcomes. Contributing factors include monotonous lecture based teaching methods, low self-confidence, and limited student participation in class. By identifying the underlying causes of this lack of motivation, the study aims to offer solutions to enhance students' enthusiasm and engagement. The findings are expected to serve as a reference for lecturers in designing more interactive teaching strategies and in developing a curriculum that aligns with students' needs and the demands of the job market.

METHODOLOGY

The subjects of this study were fifth-semester students of the Islamic Religious Education (REI) Study Program in the 2024/2025 academic year at Raden Intan State Islamic University, Lampung. This research employed a quantitative approach with an ex-post facto design, which refers to a study conducted without direct manipulation or treatment of the subjects.

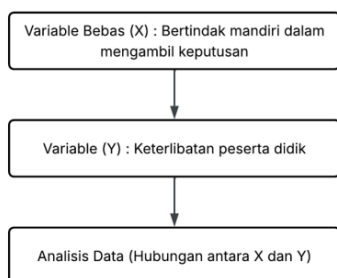


Figure 3
ex-post facto design

The population consisted of all 2022 1st phort REI students, totaling 414 individuals. A simple random sampling 2nd technique was used to select 81 students as the sample. 3rd In this study, the author used Slovin's formula to determine the sample size. Slovin's formula is a mathematical method used to calculate the minimum number of samples when the behavior of a population is not known with certainty. To collect data, the researcher used a questionnaire based on a Likert scale. Prior to its use, the questionnaire was tested to determine the validity and reliability of each item. The collected data were then analyzed through several stages, including tests of normality and linearity as preliminary requirements. Subsequently, hypothesis testing was conducted, which included F-test to assess the relationship between the independent variable—learning independence as part of self-confidence (X)—and the dependent variable—student engagement as part of learning interest (Y). All data analysis procedures were performed using IBM SPSS Statistics version 23, which was chosen for its practicality and suitability for this type of research. The analysis stages included descriptive statistics, data quality testing, classical assumption testing, and hypothesis testing using regression analysis.

1st The main indicators used to measure self-confidence include several key aspects: belief in one's own abilities, acting independently in decision-making, possessing a positive self-concept, and the courage to express opinions. A self-confident individual tends to trust in their own potential and is capable of facing challenges without complete dependence on others. The ability to make independent decisions reflects a sense of responsibility for one's choices. A positive self-concept represents a healthy perception of oneself, while the courage to speak up indicates a readiness to actively participate in both social and academic settings. (Ningsih & Warmi, 2021) In addition to self-confidence, another important factor that influences learning success is learning interest, which also comprises several key indicators used as the basis for measurement. These indicators of learning interest can be described through four main aspects: enjoyment, engagement, interest, and attention. Enjoyment is reflected in students' enthusiasm during learning activities. Engagement refers to their active participation throughout the learning process. Interest emerges when students feel challenged or genuinely enjoy the subject matter being studied. Attention is evident in students' focus and consistency in following lessons. These four indicators are interrelated and play a vital role in supporting the overall success of the learning process. (Santika et al., 2020)

RESULTS AND DISCUSSION

A. RESULTS

1. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
kemandirian	.159	81	.000	.946	81	.002
keterlibatan	.176	81	.000	.875	81	.008

a. Lilliefors Significance Correction

The results of the normality test indicate that the data on learning autonomy and student engagement are not normally distributed. This is evidenced by the significance

values in the Kolmogorov-Smirnov and Shapiro-Wilk tests, which are 0.000 and 0.002, respectively (both less than 0.05). Since these values fall below the 0.05 threshold, the data are considered non-normal. Therefore, a non-parametric statistical test is required.

2. Linearity Test

		Sum of Squares	df	Mean Square	F	Sig.
kemandirian * keterlibatan	Between Groups (Combined)	31.006	6	5.168	3.094	.009
	Linearity	10.755	1	10.755	6.439	.013
	Deviation from Linearity	20.251	5	4.050	2.425	.043
Within Groups		123.611	74	1.670		
Total		154.617	80			

The results of the linearity test indicate a significant relationship between learning autonomy and engagement, as the significance value for linearity is 0.013 (less than 0.05). However, the significance value for deviation from linearity is also low, at 0.043, suggesting that the relationship is not perfectly linear. The "Deviation from Linearity" shows an F-value of 2.425 with a significance level of 0.043. Since the significance value is less than 0.05, this indicates a statistically significant deviation from linearity. This means that the relationship between independence and involvement is not entirely linear. As a result, the linear model may not fully capture the nature of the relationship between these two variables. Therefore, it is advisable to consider alternative models, such as polynomial regression or other non-linear approaches, and to conduct further exploration of the data for a more accurate representation.

3. Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.264 ^a	.070	.058	1.476

a. Predictors: (Constant), kemandirian

Based on the results of the coefficient of determination test, it is shown that learning autonomy explains only 7% of the variation in student engagement, while the remaining 93% is influenced by other factors outside the scope of this study. The Adjusted R Square value of 0.058 also indicates that the effect of learning autonomy is still small, although it remains significant. In other words, although there is a positive relationship between learning autonomy and engagement, its impact is relatively modest.

B. DISCUSSION

This study links autonomy in decision-making to the level of student engagement in lectures. The normality test showed that the data for the variables of autonomy and engagement are not normally distributed, with significance values of 0.000 and 0.002, respectively, both less than 0.05. This indicates that the data do not follow a normal distribution, thus the researcher is advised to use non-parametric statistical tests for

further analysis. Mann-Whitney test (Damanhuri & Solikin, 2022; Mubarak, 2021) It shows a significant difference in the level of autonomy between groups with different levels of engagement, with a significance value of 0.000 (less than 0.05). This means that engagement affects the level of autonomy.

Homogeneity of variance test using Levene's test. (Sianturi, 2022; Usmedi, 2020) It shows a significance value of 0.794 (greater than 0.05), indicating that the variances between groups are not significantly different and the data are homogeneous, thus allowing for comparison between groups. F test (Rizki, 2022) It shows a significance value of 0.017 (less than 0.05), indicating that the regression model is significant. With an F-value of 5.906, $t_{0.05}$ further confirms that learning autonomy has a significant effect on engagement. The partial t-test shows a significance value of 0.017 (less than 0.05), meaning that autonomy directly contributes to increased engagement. Each one-unit increase in autonomy raises engagement by 0.288 units.

Heteroscedasticity test (Aditiya, 2023; Sinay, 2020) Using the Glejser method, significance values of 0.043 for autonomy and 0.014 for engagement (both less than 0.05) indicate the presence of heteroscedasticity. Therefore, the researcher is advised to use robust regression or data transformation. Linearity test (Abdul Muin & Nugroho, 2022; Rozaq, 2023) It shows a significant linear relationship between autonomy and engagement with a significance value of 0.013 (less than 0.05), although this relationship is not entirely linear. An R Square value of 0.070 indicates that autonomy explains only 7% of the variation in engagement, while the remaining 93% is accounted for by other factors not included in this model. The Adjusted R Square (Karch, 2020; Peterson K, 2023) An Adjusted R Square of 0.058 indicates that although the effect of autonomy is small, this factor still plays a role in engagement, albeit with a limited impact.

The results of the study indicate a significant relationship between decision-making autonomy and the level of student engagement in lectures. However, this relationship was found within the context of non-normally distributed data, as evidenced by the normality test results (significance < 0.05), prompting the use of non-parametric statistical methods (Mann-Whitney) for analysis. This test showed that students with different levels of engagement also differ significantly in their levels of autonomy. Furthermore, the results of the regression tests (F-test and t-test) reinforce that autonomy has a significant effect on engagement, although the magnitude of this effect is relatively small (R Square = 0.070). These findings indicate that autonomy explains only 7% of the variation in engagement, while the remainder is influenced by other factors.

Several reasons underlie these results. Student engagement in lectures is the outcome of a complex interaction of various factors and is not influenced solely by autonomy. Other factors such as intrinsic motivation, learning styles, social environment, teaching methods, and academic support are also likely to affect the level of student engagement. This helps explain why the R Square value in this study is low. Additionally, the Glejser test results indicate the presence of heteroscedasticity, meaning the data variance is unstable and may affect the accuracy of the regression model. This issue could arise due to differences in the characteristics and backgrounds of individual students. On the other hand, although autonomy and engagement have a significant relationship, this relationship is not entirely linear, implying that other factors may strengthen or weaken this association but have yet to be explored in this study.

This study provides an important initial contribution in mapping the role of autonomy on student engagement. Although its effect is small, the fact that it is significant paves the way for future research to explore other, more dominant factors. Subsequent researchers may develop models incorporating additional variables such as learning motivation, self-efficacy, self-regulation strategies, or even external factors like

relationships with lecturers and the use of learning technologies. Furthermore, the indications of heteroscedasticity and non-linearity suggest that more complex models, such as moderated regression or structural equation modeling (SEM), could be employed in future studies to obtain a more comprehensive and accurate understanding.

CONCLUSION

Based on the results of the study, it can be concluded that the variable of independence has a significant influence on engagement. Although the data were not normally distributed and signs of heteroscedasticity were present, the statistical tests used—such as the Mann-Whitney test and the t-test—indicated that independence significantly affects the level of engagement. The results of the F-test further confirmed that the regression model used was statistically significant, even though the contribution of independence to engagement was relatively small (7%). Therefore, despite its limited influence, the findings still highlight the importance of independence in affecting an individual's level of engagement.

For future researchers, it is recommended to broaden the scope of the study by including other variables that may have a greater impact on engagement. Researchers may also explore potential non-linear relationships between the studied variables to gain deeper insights and yield more accurate findings. Future research is expected to provide a more comprehensive understanding of the factors that influence student engagement.

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