

THE EFFECT OF STUDY INTEREST, SELF CONFIDENCE, AND SELF EFFICACY ON STUDY ACHIEVEMENT IN BASIC TRAINING OF AGRICULTURAL EXTENSION

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Abstract: This research is aimed to test the effect of interest, self confidence, and self efficacy on study achievement in Basic Training of Agricultural Extension by partial and simultaneous to determine dominant variable, direct effect, indirect effect, and total effect. This research was held in BBPP Batangkaluku, South Sulawesi Province. Total population 90<100 so the total sample same as population. Research methods is quantitative by regression linear multivariate analysis with Backward method combined with correlation Pearson and analysis then processed with statistical package social science (SPSS) 20.00. Research result showed simultaneous effect of study interest, self confidence, and self efficacy on study achievement are significant positive, partial effect of study interest, self confidence, and self efficacy also significant positive on study achievement, self efficacy variable is more dominant than study interest and self confidence on self confidence. Study interest by self efficacy indirectly has significant effect on study achievement and self confidence by self efficacy has direct significant effect on self confidence. The conclusion of this research is hypothesis about there is effect of study interest and self confidence on self efficacy and the impact on study achievement can be accepted.

Keywords: Study interest, Self confidence, Self efficacy, Study achievement.

1. INTRODUCTION

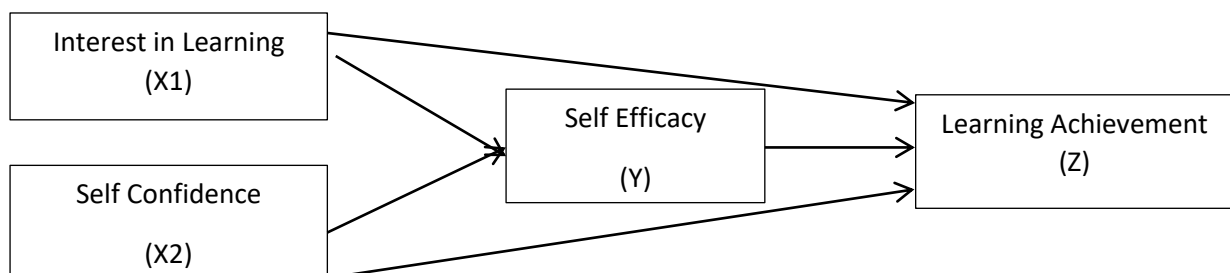
Learning achievement cannot be separated from the education process, because learning achievement is the result obtained by someone from the education process. Learning achievement is the level of success that the training participants have in terms of receiving, rejecting and assessing information, skills and attitudes gained in the learning process at the training center. Learning achievement of a training participant can be known after the lecturer conducts an evaluation, the results of the evaluation can show the high or low achievements. Achieving good learning achievement is not easy for participants who do not want to try, but for participants who want to try, there will definitely be a reward that will be worth the effort that has been done. In terms of trying to achieve good learning achievement, one participant needs many factors in it, including the existence of interest in learning, self confidence, and self efficacy. Humans are bio psychosocial creatures where there is an understanding that humans are creatures based on biology, psychology and social relations with the surrounding environment, where the three elements are interdependent to influence and be influenced, the condition of human biology influences human psychology, where all aspects occur under biological conditions This human being will be processed through psychology with acceptance and rejection, and from both relationships will greatly influence a person's attitude in entering the world of society or social. In psychology there are two aspects of

personality that are very important in human social life, namely self-confidence and superiority (Lauster, 1999). Confidence is an important element in achieving success. According to Molloy (2010: 138) that self-confidence is feeling able, comfortable and satisfied with yourself, and ultimately without the need for approval from others. While self-confidence according to Nur Ghufron and Rini R.S (2011: 35), is the belief to do something for the subject as a personal characteristic in which there is self-ability, optimism, objectivity, responsibility, rational and realistic. According to Slameto (2010: 180) "Interest is a feeling of preference and a sense of interest in something or activity". Interests possessed by training participants can be basic or individual in carrying out an activity, so that optimal results can be obtained. Self efficacy is a determining factor for participants to achieve optimal learning achievement. Albert Bandura (1997) defines "Self efficacy as a person's belief in his ability to regulate and carry out actions to achieve the stated goals, and strive to assess levels and strengths in all activities and contexts". Then Albert Bandura in Ubaedy (2011) revealed that, "self efficacy is a specific confidence built from one's mastery of a field or expertise in the field so as to foster trust or confidence that he will succeed". In line with what was expressed by Albert Bandura above if it is associated with this research, it can be said that self efficacy is the level of trust and confidence of participants in their ability in the field of counseling and believes that they can successfully get good learning achievement.

2. METHODOLOGY

The research used is quantitative correlational by survey method. Information collected includes interest in learning (X1), self confidence (X2), self efficacy (Y) as independent variables and learning achievement (Z) as dependent variables. The measuring instrument (instrument) used in the independent variable is arranged based on the indicators in the research variable, while the dependent variable (Z) is the value of learning achievement. The respondents for the dependent variable and the independent variable are all participants of the agricultural extension basic training class I, II, and III, in 2018 at BBPP Batangkaluku.

Constellation of research problems



Samples and sampling techniques

According to Sugiyono (2013: 283-393) the sample is part of the number and characteristics possessed by the population. Because the population is 90, smaller than 100, according to Suharsimi Arikunto. (2010), the number of samples used in this study is the same as the population.

Data collected

The primary data of independent variables are obtained from the data from the questionnaire, which is supported by observations or observations and direct interviews using a list of questions that have been prepared. Questionnaires distributed to participants in the basic education extension training held at BBPP, Batangkaluku, contain quantitative characteristics that reflect the responses of participants in the basic education extension training currently being carried out (Nawawi, 2001: 21). The answer to this questionnaire is a score based on a Likert scale (Nazhir, 1988: 52). Assessments are given starting; 1 = Strongly disagree, 2 = Disagree, 3 = Less agree, 4 = Agree, 5 = Strongly agree.

3. ANALYSIS AND DISCUSSION

Qualitative analysis results

In the descriptive statistics analysis of learning interest, self confidence, self efficacy and learning achievement, empirical findings state that of the total data 90 all are valid where the mean is 41.6778, 85.2556, 85.5444, and 79.4667, std.

deviation 3.18645, 5.47222, 5.62930, and 2.66142; range 11.00, 18.00, 19.00 and 12.00; the minimum score is 35.00, 75.00, 76.00 and 72.00, and the maximum score is 46.00, 93.00, 95.00 and 84.00, if it is categorized as scale 3 (low, medium and high), then the distribution of indicators of learning interest is the highest in 47 respondents (52.22%), medium category 25 (27.78%), and low 18 (20%). The highest self confidence is in the medium category 46 (51.12%), low and medium respectively 22 (24.44%), moderate self efficacy 37 (41.11%), high 27 (30%) and low 26 (28.89%), and moderate learning achievement 39 (43.33%), height 32 (35.56%) and low 19 (21.11%)

Descriptive Statistics

		X1	X2	Y	Z
N	Valid	90	90	90	90
	Missing	0	0	0	0
Mean		41.6778	85.2556	85.5444	79.4667
Std. Deviation		3.18645	5.47222	5.62930	2.66142
Range		11.00	18.00	19.00	12.00
Minimum		35.00	75.00	76.00	72.00
Maximum		46.00	93.00	95.00	84.00

Quantitative analysis results

In the assessment of the requirements of multivariate linear regression analysis; interest in learning, and self confidence in self efficacy, empirical findings state that independence requirements are met because the independent variable does not have a strong correlation with the residue because the value of Durbin-Watson 2,212 approaches the value 2, the summary DW model, and the multicollinearity requirements are met because of the collinearity test statistics tolerance value 0.114, not close to the value 1, and output of residuals statistics mean residual value = 0.0000, meaning that the residue does not play a role in the equation obtained which means that the data meets the requirements for the assessment of multivariate linear regression analysis.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.926 ^a	.858	.855	2.14593	2.212
<i>Tolerance</i>				= 0,114	
<i>Mean residual</i>				= 0,0000	

In the assessment of the requirements of multivariate linear regression analysis; interest in learning, self confidence and self efficacy towards learning achievement, empirical findings state that independence requirements are fulfilled because independent variables do not have a strong correlation with residuals because the Durbin-Watson value of 1808 approaches value 2, in summary model the value of DW, and multicollinearity requirements are met because in the collinearity statistics test the tolerance value is 0.142, not close to the value 1, and the output of residuals statistics mean residual value = 0.0000, meaning that the residue does not play a role in the equation obtained which means that the data meets the requirements for multivariate linear regression analysis.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.943 ^a	.889	.885	.90206	1.808
<i>Tolerance</i>				= 0.142	
<i>Mean residual</i>				= 0,0000	

Hypothesis 1. There is a simultaneously significant effect of learning interest, and self confidence on self efficacy (analysis of multivariate linear regression method enter).

The empirical findings of the significance value of 0.000 < 0.05 in accordance with the decision-making basis of significance, H₀ is accepted, H_a is rejected, which means it can be concluded that the effects of X₁, and X₂

simultaneously have a strong effect (R^2 0.858) on Y, which means that the equation shows the influence of X1 and X2, simultaneously with Y at 85.8%, the remaining 14.2% is influenced by other variables not examined.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.926 ^a	.858	.855	2.14593
<i>Mean residual</i>			= 0,000	
<i>Collinearity Statistics</i>			= 0,142	
<i>N</i>			= 90	
<i>Sig.</i>			= 0,000	

Hypothesis 2. There is a significant partial effect of learning interest, or self confidence on self efficacy (analysis of Pearson correlation).

Empirical findings $N = 90$, meaning that all data is processed (no data is lost), so the validity level is 100%, the level of influence of X1 on Y is 0.901^{**} $p(0.000)$, then H_0 is accepted, H_a is rejected, indicating that the effect of X1 on Y has a positive, strong significant correlation, which means that if X1 increases then Y increases, so does the influence of X2 on Y with the level of influence of 0.920^{**} $p(0.000)$, then H_0 is accepted, H_a is rejected, indicating that X2 against Y has a positive correlation strong, significant, which means that if X2 increases then Y increases too, and vice versa.

Correlations

		X1	X2	Y
X1	Pearson Correlation	1	.941 ^{**}	.901 ^{**}
	Sig. (2-tailed)		.000	.000
	N	90	90	90
X2	Pearson Correlation	.941 ^{**}	1	.920 ^{**}
	Sig. (2-tailed)	.000		.000
	N	90	90	90
Y	Pearson Correlation	.901 ^{**}	.920 ^{**}	1
	Sig. (2-tailed)	.000	.000	
	N	90	90	90
**. Correlation is significant at the 0.01 level (2-tailed).				

Hypothesis 3. There is an influence of dominant variables between learning interest, or self confidence on self efficacy (analysis of multivariate linear regression method Backward combination with Pearson correlation).

Empirical findings of the contribution of learning interest variables (X1) = standardized coefficients regression X1 multiplied by the correlation Y; $X1 = 0.307 \times 0.901 = 0.276607$, while the contribution of the variable self confidence (X2) = $0.611 \times 0.920 = 0.56212$, these results can be said that the variable X2 is more dominant which is able to explain the variation of Y at 56.21%, this shows that the variable contribution Self confidence is more dominant than learning interest in the effect on self efficacy.

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	X2, X1 ^b	.	Enter Backward (criterion: Probability of F-to-remove \geq ,100).
<i>N</i>			= 90
<i>Mean residual</i>			= 0,0000
<i>Collinearity Statistics</i>			= 0,114
<i>standardized coefficients X1</i>			= 0,307
<i>standardized coefficients X2</i>			= 0,632
<i>Correlations X1 to Y</i>			= 0,901
<i>Correlations X2 to Y</i>			= 0,920

Hypothesis 4. There is a simultaneously significant effect of learning interest, self confidence and self efficacy on learning achievement (multivariate linear regression analysis enter method).

Empirical findings of the significance value of $0.000 < 0.05$ are in accordance with the significance of decision making, so H_0 is accepted, H_a is rejected, which means that X_1 , X_2 and Y simultaneously have a strong effect (R^2 0.889) on Z , which means that the equation shows the effect of X_1 , X_2 and Y on Z is 88.9%, the remaining 11.1% is influenced by other variables not examined.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.943 ^a	.889	.885	.90206
<i>Mean residual</i>		= 0,000		
<i>Collinearity Statistics</i>		= 0,142		
<i>N</i>		= 90		
<i>Sig.</i>		= 0,000		

Hypothesis 5. There is a partial effect of significant interest in learning, self confidence and self efficacy on learning achievement (analysis of Pearson correlation).

Empirical findings of N 90, all data is processed (no data is lost), so the validity level is 100%. the level of correlation of X_1 to Z is 0.920^{**} p (0.000), then H_0 is accepted, H_a is rejected, indicating that the influence of X_1 on Z has a very strong, positive correlation, which means that if X_1 increases then Z increases, vice versa. At the level of correlation X_2 to Z is 0.895^{**} p (0.000), then H_0 is accepted, H_a is rejected, indicating that the effect of X_2 on Z has a strong, significant positive correlation, which means that if X_2 increases then Z increases, also the level of correlation Y Z is 0.918^{**} p (0.000), then H_0 is accepted, H_a is rejected, indicating that the effect of Y on Z has a positive, strong significant correlation, which means that if Y increases then Z increases too.

Correlations

		X1	X2	Y	Z
X1	Pearson Correlation	1	.941 ^{**}	.901 ^{**}	.920 ^{**}
	Sig. (2-tailed)		.000	.000	.000
	N	90	90	90	90
X2	Pearson Correlation	.941 ^{**}	1	.920 ^{**}	.895 ^{**}
	Sig. (2-tailed)	.000		.000	.000
	N	90	90	90	90
Y	Pearson Correlation	.901 ^{**}	.920 ^{**}	1	.918 ^{**}
	Sig. (2-tailed)	.000	.000		.000
	N	90	90	90	90
Z	Pearson Correlation	.920 ^{**}	.895 ^{**}	.918 ^{**}	1
	Sig. (2-tailed)	.000	.000	.000	
	N	90	90	90	90

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 6. There is an influence of dominant variables between learning interest, self confidence or self efficacy on learning achievement (analysis of multivariate linear regression method Backward combination with Pearson correlation).

Empirical findings of the contribution of variables $X_1 = 0.529 \times 0.920 = 0.48668$, on the contribution of variables $X_2 = 0.058 \times 0.895 = -0.05191$, while the contribution of $Y = 0.495 \times 0.918 = 0.45441$. These results can be said that the X_1 variable is more dominant than X_2 and Y , where the variable X_1 is able to explain the variation of Z by 48.67%, this shows that the contribution of the X_1 variable is more dominant than X_2 and Y against Z .

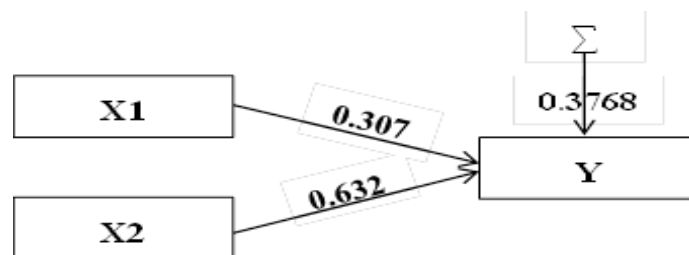
Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Y, X1, X2 ^b	.	Enter
2	.	X2	Backward (criterion: Probability of F-to-remove >= ,100).
N			= 90
Mean residual			= 0,0000
Collinearity Statistics			= 0,142
standardized coefficients X1			= 0,529
standardized coefficients X2			= -0,058
standardized coefficients Y			= 0,495
Correlations X1 to Z			= 0,920
Correlations X2 to Z			= 0,895
Correlations Y to Z			= 0,918

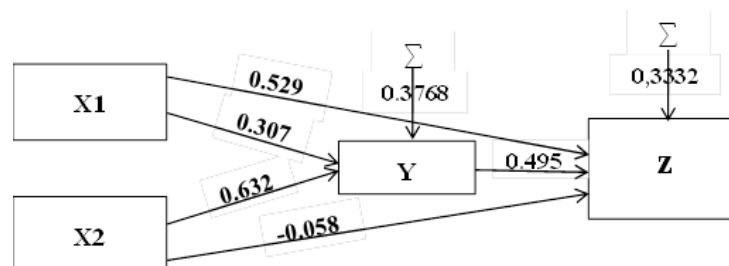
Hypothesis 7. Effect of learning interest and self confidence through self efficacy on learning achievement (path analysis)

The hypothesis tested one by one are: 1) the influence of X1 and X2 on Y, 2) the effect of X1, X2 and Y on Z, and 3) the effect of X1, X2 through Y on Z. For the output of Regression Model I in the table part the coefficients can it is known that the significance value of both variables is $X1 = 0.012 < 0.05$ and $X2 = 0.000 < 0.05$. These results conclude that the Model I regression, namely the variables X1 and X2 have a significant positive effect on Y. The magnitude of R² (0.858), indicates that the contribution or contribution of the influence of X1 and X2 on Y is 85.8% while the remaining 14.2% is the contribution of other variables not included in the study, while for the value of $\Sigma 1 = \sqrt{(1-0,858)} = ,0,142 = 0,376828874$ thus the path diagram of the structure model is obtained as follows:

Model I: Regression Output



Based on the regression model of lane II in the coefficients table, it is known the significance value of the three variables, namely $X1 = 0,000$, $X2 = 0,638$, and $Y = 0,000$, $X1$ and $Y < 0,05$, and $X2 > 0,05$. These results conclude that model II regression, namely the variables X1, and Y have a positive effect on Z, while the variable X2, has no significant effect on Z. The magnitude of R² is 0.889, this indicates that the contribution of X1 and Y to Z is 88.9 %, while the remaining 11.1% is the contribution of other variables not examined. While for the value of $\Sigma 2 = \sqrt{(1-0,889)} = \sqrt{0,111} = 0,33317$, the structure path diagram II is obtained as follows:



Analysis of the effect of X1 on Y and X2 on Y, obtained a significance value of X1 0.012 < 0.05, X2 0.000 < 0.05, so it can be concluded that there is directly a significant positive effect on Y. Analysis of the effect of X1 on Z, obtained from the above analysis the significance value of X1 is 0.000 < 0.05, so it can be concluded that there is a significant influence directly on Z, while the analysis of the effect of X2 on Z, from the analysis above obtained a significance value of X2 of

0.638 > 0.05, so it can be concluded that it does not directly there is a significant effect there is an influence on Z, as for the analysis of the effect of Y on Z, from the analysis above obtained the significance value of Y is 0.000 < 0.05, so it can be concluded that there is a significant influence directly on Z. Analysis of the effect of X1 through Y on Z, is known direct effect given X1 to Z is 0.529. While the indirect effect of X1 through Y on Z is $0.307 \times 0.495 = 0.151965$, Based on the results of the calculation above it is known that the value of direct influence is 0.529 and indirect effect is 0.151965 which means that the value of direct influence > the value of the indirect effect, these results indicate that directly X1 has a significant effect on Z, with the total effect given X1 to Z with an indirect effect of $0.529 + 0.151965 = 0.680965$. While the analysis of the influence of X2 through Y on Z, it is known that the direct effect given by X2 to Z is -0.058, while the indirect effect of X2 through Y on Z is $0.632 \times 0.495 = 0.31284$, based on the calculation above indirect effect 0.31284 which means that the value indirect effect > direct influence value, this result shows that indirectly X2 through Y has a significant positive effect on Z with the total effect given X2 to Z with indirect effect of $-0.058 + 0.31284 = 0.25484$, from the series of discussion above can be drawn the conclusion that the hypothesis which states "there are X1 and X2 against Y and their impact on Z can be accepted.

4. DISCUSSION

Hypothesis 1. There is a simultaneous significant effect of learning interest, and self confidence on self efficacy (multivariate linear regression analysis of enter methods).

Empirical findings influence learning interest, and self confidence simultaneously have a strong effect (R^2 0.858) on self efficacy, which means that the equation obtained shows the influence of learning interest, and simultaneous self confidence on self efficacy of 85.8%, the remaining 14.2% influenced by other variables not examined. According to Slameto (2010: 180) "Interest is a feeling of preference and a sense of interest in something or activity". Then the interest held by participants can be the basis or foundation in carrying out an activity, so that optimal results can be obtained. In addition to learning interest, participants' self confidence is also needed to be able to increase optimal self efficacy. Especially for participants in the basic education extension training class I, II, and III of 2018 fiscal year at BBPP Batangkaluku who have just become candidates for extension, self confidence greatly influences learning activities. According to Ubaedy (2011: 33), "Self confidence is also related to the progress of a person in the field involved. Many researchers have revealed that a person's level of self-confidence is related to how a person captures knowledge or overcomes learning difficulties. As for self efficacy as a person's belief in his ability to regulate and carry out actions to achieve the stated goals, and try to assess levels and strengths throughout the learning process activities, this is consistent with the results of interviews with respondents who in large part have an optimistic view, getting excited about the assignments given by Widyaaiswara, liking new things given by Widyaaiswara, trying to do the best in completing tasks from widyaaiswara, taking experience in doing assignments according to adult learning with the experiential learning cycle (ELC) approach facilitated by widyaaiswara. Albert Bandura in Ubaedy (2011: 18) reveals that, "self efficacy is a specific self-confidence built from one's mastery of a field or expertise in the field so as to foster confidence that he will succeed". In line with what was expressed by Albert Bandura above if it is associated with this research, it can be said that the interest in learning and self confidence influence to develop self efficacy which is the level of confidence of participants in their ability in the field of agricultural counseling.

Hypothesis 2. There is a significant partial effect of learning interest, or self confidence on self efficacy (analysis of Pearson correlation).

Empirical findings show that learning interest with self efficacy with the level of influence is 0.901 ** p (0.000) which means it has a strong, significant positive correlation, which means that if learning interest increases then self efficacy increases. Self-interest in learning is a sense of preference and a sense of interest which creates a desire to be more interactive and active which is characterized by a feeling of pleasure without coercion, this is consistent with the results of interviews with widyaaiswara stating that participants tend to have high and moderate learning interest. will cause the desire to relate more actively in the learning process activities, such as often asking questions and expressing ideas or ideas in the learning process, especially during discussions, diligently working on tasks given by widyaaiswara with pleasure, sincerity in carrying out activities without any coercion from widyaaiswara, further widyaaiswara states that participants who have high interest with low will have differences in the learning process activities. This difference is evident with perseverance when following the continuous learning process. Participants who have high learning interest will continue to be diligent when the learning process takes place, while participants who have low learning interest even

though they want to follow the learning process but do not continue to diligently sometimes play or get out of activities, this is in accordance with the results of descriptive statistical analysis shows that the participants in the basic education training program mostly have high and medium learning interest. According to Riaz, Yasien, & Khanam (2011), shows that one of the factors that influence interest in learning is self efficacy because it is considered important in helping participants to overcome changes in psychosocial development. Partially the effect of self confidence on self efficacy with the level of influence of 0.920 ** p (0.000), which means that self confidence in self efficacy has a positive, strong positive correlation, which means that if self confidence increases then self efficacy increases as well. As for the results of interviews conducted by researchers with Widayaiswara, it is known that the majority of participants who have good self-efficacy because of their self-confidence factors, this is supported by an analysis of descriptive statistics, in large part self-confidence and self-efficacy of participants contributing to moderate to high areas. , then in this study participants will always think positively about themselves and others, further interviews with widayaiswara counseling participants of this class tend to be brave to ask and express opinions during the learning process because of capital self confidence thus encouraging the development of self efficacy. But there are still participants who have a tendency to close themselves and are reluctant to express themselves especially during the learning process or during discussions only to follow and agree on their friends' opinions, because of the low self-confidence attitude in themselves. A low self-confidence participant cannot express his feelings, thoughts and aspirations while following the learning process, so they will always be afraid and hesitant to step in and act in practical activities, this will affect the achievement of basic competencies and indicators of desired success. Participants who are not confident will always think negatively about themselves, so that the real potential in themselves cannot be used optimally, participants will lose motivation to increase their self efficacy in the learning process, also lose the courage to try new things or challenges especially when learning, because it is always overshadowed by feelings of inadequacy, it was also found in interviews that participants who had low self-confidence and self-efficacy had shy behavior, were unable to express their opinions, feelings and thoughts in following the learning process, so they experienced difficulty talking when discussing with friends. Based on the description that has been explained, it can be concluded that self-confusion is one of the factors that influence self efficacy. Based on data analysis, the results of this study indicate that the subject has a high level of self confidence, which makes one of the basic efforts that can be done to increase self-efficacy of participants, especially the basic education training participants in BBPP Batangkaluku.

Hypothesis 3. There is the influence of dominant variables between learning interest, or self confidence on self efficacy (Backward method multivariate linear regression analysis combined with correlation).

Empirical findings of the contribution of learning interest variables 0.276607, while the contribution of the self confidence variable 0.56212, these results can be said that the self confidence variable is more dominant which is able to explain the variation of self efficacy by 56.21%, this shows that the contribution of self confidence variables is more dominant than interest learning in the effect of self efficacy. This study shows that the contribution of self confidence variables is more dominant than learning interest in the effect on self efficacy. Lautser (2006) states that the courage to express opinions is an attitude to be able to express something in oneself that wants to be revealed to others without any coercion or feeling that can inhibit the disclosure, so self confidence is closely related to self efficacy which is an important element in learning activities. Based on the results of the interviews that researchers have conducted with several participants it turns out that participants who have high self-efficacy have positive self-confidence, participants are more daring to express opinions and ask questions because of their self-curiosity, as for the results of interviews that have been conducted with counseling fields, it is known that the majority of participants have good motivation and value when learning extension because of their self-confidence and self-confidence factors. Participants will always think positively about themselves and others. Participants will tend to be brave to ask questions and express opinions during the learning process because of their confidence and confidence. this was strengthened by analysis descriptive statistics, which showed that the distribution of self-confidence and self-efficacy was more moderate to high, with the difficulty of attending the learning process, the participants would ask the widayaiswara or the theme that was better understood. Participants will always be positive thinking when doing the assignments and evaluations well. Participants who have a low level of self efficacy tend to be more self-closing and embarrassed to express their opinions during the learning process because they feel afraid of talking wrong and will be considered stupid by their friends. The participant is also not eager when doing assignments and while practicing in the field because he feels he is unable or unable to complete the field work and practice without the help of others. If a participant does not dare to ask or express his opinion during the learning process, then in the learning process there is no interaction between elements of learning, especially the elements of participants,

widyaiswara, methods, and material, so that the learning objectives to be achieved will be difficult to materialize. However, at BBPP Batangkaluku, widyaiswara is a senior counselor, so that it can help participants to maintain and improve the self confidence of the participants, especially the participants' self confidence to be brave in expressing their opinions because it is an important element in the learning process. In the learning process activities, widyaiswara motivation can be said as the whole driving force of learning interest that is in the participants that raises, guarantees continuity and gives direction to the learning process activities, so that learning objectives are expected to be achieved. In the learning process, the ability to be able to drive motivation is also needed to increase self confidence, because someone who does not have self confidence in learning, will not be able to do learning activities. Based on the results of the analysis, it helps to maintain and improve self efficacy, especially through increasing the self-confidence of existing participants.

Hypothesis 4. There is a simultaneously significant effect of learning interest, self confidence and self efficacy on learning achievement (multivariate linear regression analysis).

In this study it can be concluded that the interest in learning, self confidence and self efficacy simultaneously have a strong effect (R^2 0.889) on learning achievement, which means that the equations obtained show an effect of learning interest, self confidence and self efficacy on learning achievement of 88.9%, the remaining 11.1 % is influenced by other variables not examined. In the study participants who have interest in learning, self confidence and self efficacy are good in learning basic counseling material will arise the desire to become better participants and will have an impact on the atmosphere of the learning process that is more interactive, active and creative, because participants will ask, submit opinions, can answer widyaiswara questions, discuss with other friends in understanding the material, do the tasks well, and be responsible for other tasks given by widyaiswara. Thus the participants who have interest in learning, self confidence and good self-efficacy will encourage the process of learning and when doing the practice so as to improve the learning achievement of participants in the basic education training in BBPP Batangkaluku. It is indeed a difficult task for a widyaiswara to be able to pay attention to all the factors related to the improvement of the learning achievement of the participants, therefore to improve the learning achievement of the participants it is necessary to increase the matters relating to indicators of interest in learning; feelings of happiness, interest of participants, attention in learning, involvement of participants and awareness of the benefits of learning, then related to self confidence; believe in one's own abilities, act independently in making decisions, have a positive sense of self and dare to express opinions. As for those related to self efficacy; have an optimistic view, are interested in the task, view the task as a challenge not as a burden, plan the completion of the task, overcome difficulties in learning, ability to complete tasks, commit to completing, survive solving problems in any condition, have tenacity in completing the evaluation, sure of their abilities, learning from experience, responding to diverse situations and conditions in a good and positive way, and having the right way to handle stress. This can all be created with the cooperation of participants, trainers and training centers. Training participants as audiences want to improve learning achievement through increasing learning interest, self confidence and self efficacy arising from their own awareness in order to be more interactive, active and creative again in following the learning process, maka when training participants have interest in learning, self confidence and self efficacy which is good, then the participants will consider participating in the training as their job needs and will live in earnest. This situation will facilitate participants in understanding the training material delivered by widyaiswara. In this study 88.9% of learning achievement was influenced by learning interest, self confidence and self efficacy, this matter widyaiswara as motivator, facilitator, dynamicator, and transfer of knowledge and technology required to always improve learning methods, mastery of training materials and mastery of media and teaching aids needed to facilitate and support the process of learning training materials. During the learning process widyaiswara can also identify participants who have learning difficulties by paying attention to the speed in completing the assignment, attendance level, activeness in the discussion group, and the ability to work together and socialize with other friends during learning activities. The success of widyaiswara when identifying the needs of participants in an effort to improve learning achievement can be the basis and guidance of the widyaiswara to carry out the next learning process and stages, both for improvement, maintaining, developing, or even changing learning strategies. Thus the utilization of learning interests, self confidence and self efficacy that are good participants can contribute well to the learning achievements of participants.

Learning approach is all the ways or strategies used by participants in supporting the effectiveness and efficiency of the material learning process. This is supported by Feltz (in Gerrits, 2008) who argued that self efficacy is a belief that is in a person to carry out a certain action thoroughly. The higher the self-efficacy of the participants, the higher the individual's

motivation will be to increase their efforts to achieve more optimal results. But the counselor in the field of counseling has known a lot about the fact that one aspect of psychology called self efficacy can affect the achievement of a participant. The higher the self efficacy of a participant, the better the achievements that can be achieved. Likewise, on the contrary, the lower the self efficacy of a participant, the lower the achievement of the participant. This is based on the description of the distribution of data in the research subject in general on the participants of the agricultural extension basic training class I, II, and III 2018 fiscal year at BBPP Batangkaluku and reinforced with the results of interviews with participants who stated that enthusiasm and diligence followed the learning process because there was a connection with the task as an agriculture instructor, the participant further said that widyaiswara who became the facilitator combined several methods with the adult approach, especially by using the ELC method so that it was energizing during the learning process. The second participant that the interview researcher said happened interactive and active during the learning process during the question and answer process and discussion because widyaiswara who was a very good facilitator and always threw the questions back to the participants so that the participants were excited to follow the learning process to the end, even the participants often provide ideas for solving difficult material problems. When explaining the subject matter, widyaiswara often asks participants, so participants think and try to dare to answer questions. The designated participants often explained the reason for the answers that made them trained to speak and express their opinions in front of their friends so that they could increase their interest in learning, self-confidence and self-efficacy. In addition, widyaiswara also applies discussion methods by forming groups, in applying problem solving so that train participants are used to working with others. The existence of mutual respect and attention to every information during the learning process can increase the interest in learning, self-confidence and self-efficacy of participants. This situation will make participants more motivated to learn and no longer afraid and hesitant to step and act so as to create a fun learning process, and later will have an impact on good and good participant learning outcomes.

Hypothesis 5. There is a partial effect of significant learning interest, self confidence and self efficacy on learning achievement.

Partially the correlation level of interest in learning towards learning achievement is 0.920^{**} $p(0.000)$, indicating that the influence of interest in learning towards learning achievement has a positive, significant positive correlation, which means that if learning interest increases then learning achievement increases. These results indicate that participants who are better at learning interest will have a good effect on the learning achievement that will be received, and vice versa if the learning interest held by participants is low it will have a low effect on the learning achievement that will be received, thus participants who have interest in learning that good will improve learning achievement in the Basic Education Counseling Training class I, II, and III in 2018 at BBPP Batangkaluku. This is in accordance with the results of interviews with participants saying that there is a feeling of pleasure, because they are interested in material that is suitable for the needs of agricultural extension workers in the field and appropriate learning methods so that participants pay attention and are directly involved in discussing and solving problems in the field. one widyaiswara said that the learning interest of the training participants was different but more in the high and medium categories, this made it easy for participants to capture and absorb the information conveyed, whereas some participants of the learning interest in the category did not cause the participants difficulties in capturing and absorbing information. delivered. Actually the participants were able to capture and absorb knowledge and technology by combining learning methods and strategies, if the methods and strategies used by the widyaiswara in the learning process were not accompanied by good learning interest by the participants, the learning achievements that would be obtained would not be maximized, but on the contrary if the methods and strategies used by widyaiswara are accompanied by good learning interest of the participants so that the learning achievements that will be obtained will also be maximized, also the widyaiswara said that interest can be generated by connecting learning material with a participant's needs, providing more active learning opportunities by widyaiswara a lot of asking questions, giving games and a problem that was directed at the participants so that their attention was more intensive,

This result is also supported by Aditiya Nugraha's (2013) research on students of class XI IPS SMA Pasundan 8 Bandung Academic Year 2011/2012 which shows that there is a positive and significant influence on Learning Interest on Accounting Learning Achievement. The level of correlation of self confidence towards learning achievement is 0.895^{**} $p(0.000)$, indicating that the effect of self confidence on learning achievement has a positive, strong significant correlation, which means that if self confidence increases then learning achievement increases, the results indicate that the higher self confidence possessed by participants in the Basic Education Extension Training class I, II, and III in 2018 at

BBPP Batangkaluku, the higher the learning achievement will be, this is consistent with the results of interviews with participants who received high achievement scores, namely participants felt motivated by widyaiswara and his friends so that self confidence in their own abilities appears, which includes believing in their own abilities, acting independently in making decisions, having a positive sense of self, and being brave in expressing opinions, also supported by interviews with one of the trainees. i have positive self confidence, participants are more willing to express their opinions and ask questions because of their inner curiosity, so when experiencing some difficulties participants will ask widyaiswara or their friends who understand more so that it will make it easier to practice especially the method material, media making counseling and identification of regional potential (IPW). Participants will always think positive will get good grades when evaluating and working on tasks from widyaiswara, participants who have low achievement tend to be more self-closing and embarrassed to express their opinions when following the learning process because they feel afraid of talking wrong and will be considered foolish by their friends, the participant also not eager when doing assignments and while doing counseling practices because they feel they are unable or unable to solve problems when applying the problem solving method without the help of others. Therefore, it is necessary to establish an interactive, active and creative learning atmosphere where participants can be given the opportunity to hone and develop their self-confidence, so that participants can actively participate in the learning process while in the classroom and when carrying out practice in the field. The results of this study support the opinion of Lautser (2006) which states that in order to create good learning outcomes, the potential capital is needed in the form of good self-confidence. Participants who have high self-confidence tend to be more active, dare to take every opportunity they face, for example asking, giving opinions and expressing ideas or ideas in learning. The results of this study are in accordance with previous studies by Mustofa Rifki (2008), regarding the effect of self-confidence on student learning achievement. Mustofa Rifki concluded that self-confidence affected students' social studies achievement and contributed 11.3%, also reinforced by research conducted by Lilis Andriani (2013) who found a positive and significant relationship between self-confidence and student achievement, with $R^2 = 0.363$, shows the contribution shown is 36.3% and still 63.70% is determined by other variables, in a sample of 120 students of SMA Negeri 4 Gorontalo. The correlation level of self efficacy on learning achievement is 0.918^{**} $p(0.000)$, indicating that the effect of self efficacy on learning achievement has a strong, significant positive correlation, which means that if self efficacy increases then learning achievement increases as well as self efficacy itself. includes an indicator of an optimistic view, interested in the task, views of the task as a challenge not as a burden, task completion planning, overcoming difficulties in learning, ability to complete tasks, commitment in completion, persist in solving problems under any circumstances, have tenacity in the completion of evaluation, sure of their abilities, learning from experience, responding to various situations and conditions in a good and positive way and having a way to handle stress appropriately, therefore participants must improve their self efficacy, so that participants with good self efficacy can assist the development of talent with involvement in the learning process in order to obtain good learning achievement. Self efficacy has a very large role in behavior or learning patterns in participants, especially in learning achievement.

Learning at BBPP Batangkaluku has provided an understanding of the importance of self-efficacy of the participants in solving a problem, thus in this training self-efficacy has a very large role in behavior or learning patterns in special participants in learning achievement. Learning at BBPP Batangkaluku has provided an understanding of the importance of the participants' self-efficacy in solving a problem. Participants in the basic education learning process pay close attention to widyaiswara during the learning process, and many participants worked on assignments without the help of widyaiswara or friends, this shows that there are beliefs held by participants, in the analysis of descriptive statistics self efficacy of the participants in the moderate to high category. Self efficacy has a very large role in achieving a learning achievement, high self efficacy will have an impact on the stronger the participants' confidence in doing maximum effort so that they will get high learning achievement, and vice versa, if participants have low self efficacy, then they will get low learning achievement. Participants who have high self efficacy will strengthen confidence in work so that it will be easy to complete and obtain high learning achievement. This study is in accordance with the research conducted by Istanti Wahyu Lestari (2012), which found a positive and significant correlation between self efficacy and learning achievement, with $r = 0.601$ in a sample of 66 students of Ngoro State 2 Junior High School 2 Mojokerto.

Hypothesis 6. There is an influence of dominant variables between learning interest, self confidence or self efficacy on learning achievement (Backward method multivariate linear regression analysis combined with correlation).

The contribution of learning interest variable is 0.48668, the contribution of self confidence variable is -0.05191, while the contribution of self efficacy is 0.45441. These results can be said that the variable interest in learning is more

dominant than self confidence and self efficacy, where the variable interest in learning is able to explain the variation of learning achievement by 48.67%, this shows that the contribution of interest in learning is more dominant than self confidence and self efficacy in its influence on Learning achievement, from the results of this study it is known that learning interest contributes to higher learning achievement of participants rather than self confidence and self efficacy, therefore to obtain a maximum learning achievement, it is expected that widyaiswara together with the participants can develop a good situation during the learning process to develop self-confidence and self-efficacy of participants in supporting learning interests. Participants who have good learning interest in the learning process will have better learning achievement, especially supported by good self confidence and self efficacy, compared to participants who lack learning interest and low self confidence and self efficacy in following the learning process. However, based on the data obtained that the self efficacy of agricultural extension basic training class I, II, and III 2018 fiscal year in BBPP Batangkaluku can be said to be good, it can explain 45.4% of learning achievement, even though its dominance is under the variable learning interest in supporting the learning process in class or practice in the field. Participants with good self-efficacy will believe in their own abilities in completing the tasks given by widyaiswara. Not just the origin of completing the task, participants are also responsible for the most correct answer for the task, participants with good self-efficacy will often outperform other friends in carrying out practical tasks, thus, participants can predict for themselves how much learning achievement He will get basic education counseling training for class I, II, and III of 2018 fiscal year at BBPP Batangkaluku, but self confidence in this analysis if it stands alone does not have a real contribution to learning achievement. Self efficacy is an individual belief subjectively in order to be able to overcome problems or tasks, as well as take actions needed to achieve the desired goals or achievements. Self efficacy affects how much pressure experienced by individuals in perceived situations, will not feel anxious and disturbed by the threat. Learning achievement is the mastery of knowledge or skills developed by the training eye, the algorithm is indicated by the test score or the value given by the widyaiswara. Learning achievement or learning outcomes are very important because it can give satisfaction to individuals who learn. Education can improve the ability to think logically, analytically, systematically critical and creative, and be able to work together, so the ELC extension training approach is able to prepare quality human resources (HR) that are characterized by the ability to obtain, manage and utilize information in accordance with the demands of needs. This ability is needed in the work of instructors in the field. Therefore the subject matter of the extension method needs to be given to all participants starting from the basic training to the level of the main expert instructor. Measurement of learning outcomes includes all cognitive, psychomotor and affective shutter that changes as a result of experience and learning process. The key to obtaining the size and data of one's learning outcomes is an indicator. Indicators of learning achievement are cognitive, psychomotor and affective shutter participants. achieved by participants by involving all the potential they have after the participants carry out the learning process. Learning achievement can be known by **conducting an assessment of learning outcomes.**

Hypothesis 7. Effect of learning interest and self confidence through self efficacy on learning achievement (path analysis)

Analysis of the effect of learning interest on self efficacy, from the analysis above obtained the significance value of learning interest of $0.012 < 0.05$, so it can be concluded that directly learning interest has a significant effect on self efficacy, analysis of the effect of self confidence on self efficacy, from the analysis above obtained the value of self confidence significance of $0.000 < 0.05$, so that it can be concluded that direct self confidence has a significant effect on self efficacy. The analysis of the effect of learning interest on learning achievement, from the above analysis obtained the significance value of learning interest of $0.000 < 0.05$, so that it can be concluded that there is directly a significant effect on learning achievement, while the analysis of the effect of self confidence on learning achievement, from the above analysis is obtained Self confidence significance value of $0.638 > 0.05$, so it can be concluded that there is directly no significant effect on learning achievement, while the analysis of the effect of self efficacy on learning achievement, from the analysis above obtained a significance value of self efficacy of $0.000 < 0.05$, so it can be concluded that directly there is a significant influence on learning achievement. Analysis of the effect of learning interest through self efficacy on learning achievement, it was known that the direct influence given to learning interest on learning achievement was 0.529. While the indirect influence of learning interest through self efficacy on learning achievement is 0.151965, which means that the value of direct influence is greater than the value of indirect influence, this result shows that the direct interest in learning has a significant influence on learning achievement, the total influence given interest learning towards learning achievement is 0.680965. Analysis of the effect of self confidence through self efficacy on learning achievement, it is known that the direct influence given self confidence on learning achievement is -0.058, while the indirect effect of self confidence through self efficacy on learning achievement is 0.31284, this means that the value of indirect influence is

more large compared to the value of direct influence, these results indicate that indirect self-confidence through self efficacy has a significant effect on learning achievement. With the total influence given self confidence in learning achievement of 0.25484. From a series of discussions on the results above, it can be concluded that the hypothesis which states "there is influence of learning interest and self confidence on self efficacy and its impact on learning achievement can be accepted".

5. CONCLUSION

1) There is a simultaneously significant positive effect on learning interest variables and self-confidence on self efficacy, 2) there is a partially significant positive influence on learning interest variables and self confidence on self efficacy, 3) there is a contribution of the influence of self confidence variables more dominant than Learning interest is in effect on self efficacy, 4) there is a simultaneously significant effect of positive learning interest, self confidence and self efficacy on learning achievement. 5) there is a significant partial effect of positive learning interest, self confidence and self efficacy on learning achievement, 6) there is a contribution of the influence of learning interest more dominant than self confidence and self efficacy on learning achievement, and 7) there is an influence of learning interest and self confidence towards self efficacy and its impact on learning achievement.

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