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# Students' learning activeness in studying Islamic religious education: How does it relate to their learning independence?

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**ABSTRACT**

This study investigates the correlation between learning independence and active participation among students in Islamic Religious Education (IRE) at MAN 2 Bandar Lampung. Preliminary observations showed that only 15% of students demonstrated adequate self-confidence in independent learning, while responsiveness to questions reached merely 12%, indicating reduced engagement and growing reliance on AI during learning activities. Using a quantitative correlational design with an ex-post facto approach, the study involved 160 students selected through simple random sampling. Data were collected using a Likert-scale questionnaire. The findings show a significant positive relationship between learning independence particularly students' self-confidence and their responsiveness in classroom learning. These results underscore the importance of strengthening students' confidence in autonomous learning as a primary strategy to enhance classroom responsiveness. Educators are encouraged to implement approaches that intentionally build self-confidence to improve active participation in IRE learning.


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## 1. INTRODUCTION

Student activeness is a crucial aspect of the learning process, as it fosters direct engagement of learners in understanding the material through interactions with teachers and peers, and is reflected in their physical, mental, and social activities (Rokhanah et al., 2021; Sholeh & Aini, 2023; Susilowati, 2023). This activeness is influenced by internal factors such as health, intelligence, readiness, and learning experience, as well as external factors including motivation, learning media, and a supportive classroom environment (Janati, 2024; Saputra et al., 2021; Te'a et al., 2025; Zulkifli et al., 2023). In the context of Islamic Religious Education (IRE), activeness is highly crucial, as it not only conveys knowledge but also instills practical life values (Gea et al., 2024; Kaniawati et al., 2023; Maisari et al., 2023; Setiyorini & Setiawan, 2023). Teachers play a vital role in creating a healthy and collaborative learning environment through active learning strategies such as group

discussions, problem-based learning (PBL), and educational games, which can enhance students' self-confidence, sense of responsibility, and teamwork skills (Dewi, 2023; Misnawati et al., 2025; Nasution et al., 2025).

Furthermore, the implementation of evaluation and constructive feedback serves as a crucial element in promoting students' learning engagement. Structured and timely evaluations (within 24–48 hours) can enhance students' motivation, understanding, and active participation in the learning process (Akhmad & Sofyan, 2022; Argina, 2024; Septiawati & Haldijah, 2022; Sholihah & Arista, 2023). However, technological advancement presents new challenges in the form of potential distractions and an increasing dependence on artificial intelligence (AI), which may weaken critical thinking skills and reduce learning independence (Febrianasari et al., 2024; Ramadhani & Fitria, 2021; Sinaga et al., 2023). Therefore, teachers are required to guide students in developing strong digital literacy so that technology can be utilized wisely, thereby supporting students' independence, creativity, and focus in understanding the learning material (Antonius et al., 2024; Hidayat et al., 2024; Janati, 2024; Taufik & Harjanty, 2021).

Based on the researcher's preliminary observations at MAN 2 Bandar Lampung (conducted through interviews and documentation with the IRE teacher, Mr. A. G. N., as well as several eleventh-grade students) several issues were identified in the implementation of the presentation method. These issues include the lack of structured evaluation and constructive feedback, unequal student participation, a high dependence on AI-based technology that diminishes learning independence, and concentration disruptions caused by the use of mobile devices beyond the learning context. Collectively, these problems have contributed to a noticeable decline in the overall quality of IRE learning, as reflected in reduced student engagement, weaker conceptual understanding, and inconsistent achievement of instructional objectives.

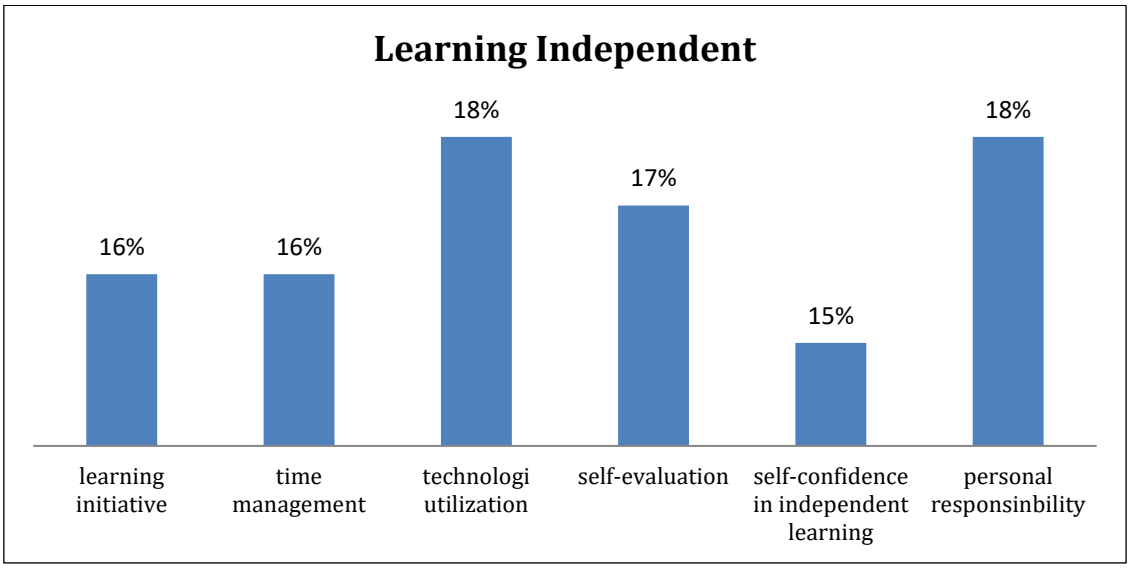


**Figure 1.** Summary of the questionnaire results on students' learning independence in grade VII at MAN 2 Bandar Lampung

Based on the pie chart illustrating learning independence, it was found that the indicator "self-confidence in independent learning" represents the weakest aspect, with the lowest percentage of 15%. This finding indicates that although students demonstrate relatively good performance in utilizing technology, maintaining personal responsibility,

and engaging in self-evaluation, they still lack sufficient confidence in their ability to learn independently. This issue is particularly significant because self-confidence serves as the fundamental basis for taking initiative and making autonomous decisions throughout the learning process. When self-confidence is weak, students tend to be hesitant to try, overly reliant on assistance, and doubtful of their own learning outcomes, which ultimately hinders the overall development of learning independence.

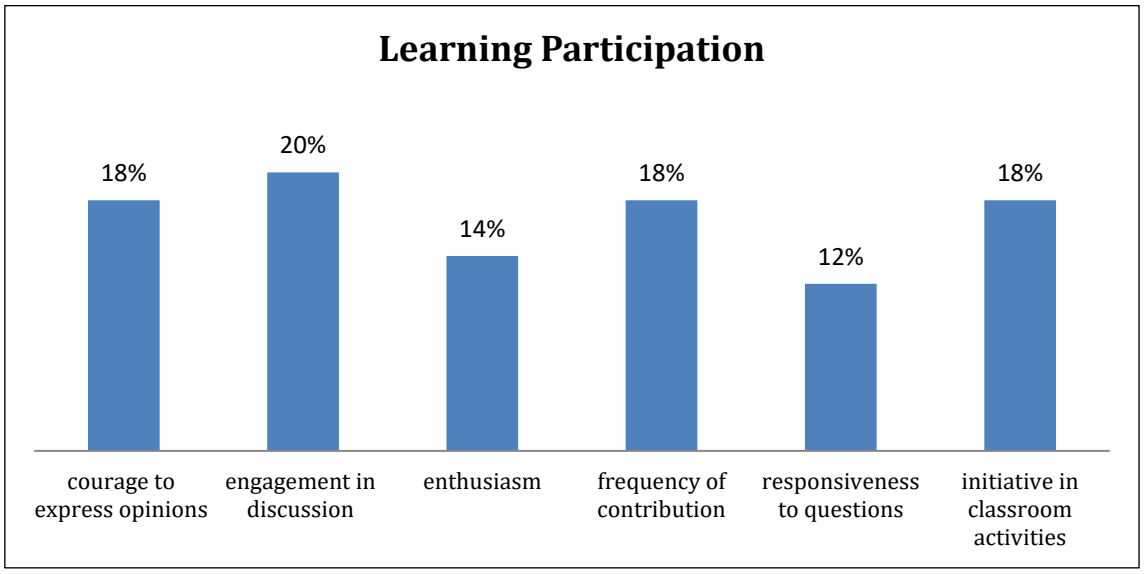


**Figure 2.** Summary of the questionnaire results on students' active learning participation in grade XI at MAN 2 Bandar Lampung

Based on the active participation chart, it can be concluded that the lowest indicators of students' active participation are "responsiveness to questions" (12%) and "enthusiasm" (14%). In contrast, other indicators such as "discussion involvement" (20%), "courage to express opinions", "frequency of contribution", and "initiative in class activities" show relatively higher proportions (18%). These results suggest that although students demonstrate moderate engagement in expressing opinions and participating in discussions, their limited enthusiasm and delayed responsiveness indicate a deeper deficiency in cognitive alertness and emotional involvement during instructional activities. Such patterns may signal diminished intrinsic motivation and a weakened sense of learning responsibility, both of which can adversely affect the pedagogical effectiveness of the presentation method and the attainment of learning objectives. Crucially, the consistently low scores of responsiveness representing a core dimension of active participation (Y) and the observable link between enthusiasm, self-confidence, and learning independence (X) form a compelling empirical rationale for selecting these constructs as the central variables in the correlational research design. This methodological alignment not only validates the focus of the study but also underscores the urgency of examining how learning independence may predict or influence students' active participation within the IRE learning context.

Learning independence is a crucial aspect of education, as it enables students to organize, direct, and regulate their learning processes without constantly depending on others (Nada et al., 2024; Silviawati & Kurniawan, 2023; Taufik & Harjanty, 2021). Independent learners tend to be more proactive, responsible in completing their tasks, and confident in facing academic challenges (Istinggofaroh & Fitriani, 2021; Alghofiqi et al., 2022). Independent learners are more likely to be proactive, take responsibility for their tasks, and confidently face learning challenges (Halla et al., 2025; Linasari & Arif, 2022;

Saputri et al., 2020). With appropriate environmental support, students can develop independent learning skills for instance, through flexible digital modules which have the potential to help them achieve optimal learning outcomes (Rahmawati & Setyaningsih, 2021; Melisa et al., 2024)

Moreover, learning independence has a significant correlation with students' learning activeness (Firmansyah, 2021; Juliana et al., 2024). Independent learners tend to be more confident, responsible, and enthusiastic in participating in learning activities such as discussions, asking questions, and expressing their opinions (Meilin & Darsikin, 2024). A high level of learning independence fosters active engagement on physical, mental, and social levels, making the learning process more productive. When students feel a sense of control over their own learning, they become more motivated to participate actively and recognize the tangible impact of their contributions on learning outcomes. Therefore, understanding the influence of learning independence on student activeness is essential to ensure that the designed learning strategies can create an interactive and meaningful classroom atmosphere.

Several previous studies have demonstrated that learning independence has a significant impact on students' achievement and activeness, for instance, the study conducted by Khaila Melani (2024), Ola (2024), Susanti (2024), Wiriani (2021), Byang found a positive correlation between learning independence and students' achievement in mathematics as well as in online learning. Likewise, Mustaqim & Budiharti emphasized that learning independence contributed 7.5% to elementary students' mathematics achievement, while Sari et al (2023). found a positive effect of learning independence on learning activeness, with a coefficient of 0.322. However, most of these studies have primarily focused on exact sciences or online learning in general, leaving a research gap concerning the relationship between learning independence and student activeness within the context of IRE**,** particularly in Madrasah Aliyah. Therefore, this study offers novelty by examining the interrelation between these two variables in IRE learning at MAN 2 Bandar Lampung, thereby contributing new insights to strengthen the understanding of students' learning independence and activeness in the digital era especially within the affective and reflective domains of religious education.

The urgency of this research lies in addressing the low level of student participation and engagement in IRE learning, which is still influenced by technological dependence and the limited role of teachers in providing feedback. By examining the correlation between learning independence and student activeness, this study offers significant implications for the development of more effective learning strategies. The research findings are expected to assist teachers in designing methods that foster both independence and active participation among students, while also serving as a foundation for schools to create a more conducive and interactive learning environment. In the long run, reinforcing students' autonomous learning can be positioned as a central strategy for improving the effectiveness of Islamic religious education, ensuring that the learning process becomes more meaningful and aligned with learners' needs in the digital age.

## 2. METHOD

This study was conducted at MAN 2 Bandar Lampung during the odd semester of the 2025/2026 academic year, involving eleventh-grade students as research subjects. From a

total population of 266 students, the final sample consisted of 160 students, as determined using the Slovin formula with a 10% margin of error. The respondents were selected through a simple random sampling technique. The study employed a quantitative correlational design with an ex-post facto approach to examine the relationship between learning independence as the independent variable and students' learning activeness in IRE as the dependent variable, without administering any experimental treatment or intervention.

Data were collected through a Likert-scale questionnaire with three response options: Agree, Neutral, and Disagree. For the independent variable, learning independence the indicator used was self-confidence in autonomous learning, represented by 15 statements (7 positive and 8 negative items). Meanwhile, the dependent variable active participation in IRE was measured through responsiveness to questions, also represented by 15 statements (7 positive and 8 negative items). In total, 30 statements were distributed.

Following the validity test using the Product Moment correlation, 14 items were identified as valid in the learning independence instrument and 14 items in the learning activeness instrument**,** resulting in a total of 28 valid and usable items. The reliability analysis was subsequently conducted using the Cronbach's Alpha method based on data obtained from 160 respondents (N = 160), which corresponds to the actual research sample. The results indicated that the learning independence instrument achieved a reliability coefficient of 0.861, while the learning activeness instrument obtained a coefficient of 0.876. Both values exceeded the minimum acceptable threshold of 0.70, indicating a high level of internal consistency. Therefore, the questionnaires developed in this study are considered reliable and suitable for use in measuring the research variables.

## 3. RESULT AND DISCUSSION

### 3.1. Results

**Table 1.** One-sample kolmogorov-smirnov test

| | | **Learning Independent** | **Learning Participation** |
|---|---|---|---|
| N | | 76 | 76 |
| Normal Parameters[a,b] | Mean | 24.3684 | 19.6974 |
| | Std. Deviation | 4.79122 | 4.93969 |
| Most Extreme Differences | Absolute | .088 | .094 |
| | Positive | .082 | .094 |
| | Negative | -.088 | -.072 |
| Test Statistic | | .088 | .094 |
| Asymp. Sig. (2-tailed) | | .200[c,d] | .094[c] |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

According to the results of the normality test conducted using the Shapiro–Wilk procedure, as presented in the table, the significance (Sig.) values for each variable indicate that Learning Independence (Var. X) obtained a Shapiro–Wilk Sig. value of 0.200, while Active Participation (Var. Y) obtained a Shapiro–Wilk Sig. value of 0.094. Both significance values exceed the threshold of 0.05, indicating that the data for both variables are normally

distributed. The fulfillment of the normality assumption is essential for subsequent parametric analyses, particularly simple linear regression, which requires normally distributed data. Therefore, the data in this study meet the normality assumption and are appropriate for further inferential statistical analysis.

**Table 2.** Homogeneity of variances

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Data | Based on Mean | .019 | 1 | 150 | .891 |
| | Based on Median | .007 | 1 | 150 | .935 |
| | Based on Median and with adjusted df | .007 | 1 | 149.027 | .935 |
| | Based on trimmed mean | .017 | 1 | 150 | .895 |

The homogeneity assessment was carried out to examine whether the variance of the two data sets were equivalent. Referring to the Levene's test result shown in the table, the sig values across several testing approaches were as follows Based on Mean = 0.891, Based on trimmed Mean = 0.895. Since all four significance values exceeded the 0.05 threshold, it indicates that there were no substantial differences in variance between the groups. Consequently, it can be affirmed that the dataset in this study met the assumption of homogeneity. Homogeneity of variance is one of the essential assumptions in regression analysis, particularly to ensure that the distribution of errors or residuals remains stable. Since the test results confirmed that the data meet the assumption of homogeneity, the dataset is suitable for further linear regression analysis.

**Table 3.** Anova

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Learning Independent * Learning Participation | Between Groups | (Combined) | 562.509 | 17 | 33.089 | 1.656 | .079 |
| | | Linearity | 3.632 | 1 | 3.632 | .182 | .671 |
| | | Deviation from Linearity | 558.877 | 16 | 34.930 | 1.748 | .063 |
| | Within Groups | | 1159.175 | 58 | 19.986 | | |
| | Total | | 1721.684 | 75 | | | |

The linearity analysis was performed to examine whether a meaningful linear association existed between the independent variable (Self-Efficacy). The ANOVA output shows the following result the linearity component produced an F-Value of 0.182 with a significance level of 0.671, while the deviation from linearity recorded an F-value of 1.748 with a significance level of 0.063. With a sig value of 0.671 (>0.05), the finding indicate that academic procrastination and Self-Efficacy exhibit a linear relationship. Based on the ANOVA table, the results were as follows: Linearity with an F-value of 0.182 and a significance level of 0.671, and Deviation from Linearity with an F-value of 1.748 and a significance level of 0.063. The significance value for the linearity test was 0.671 (< 0.05), indicating a significant linear relationship between Academic Procrastination and Self-Efficacy. Furthermore, the significance value for deviation from linearity was 0.063 (> 0.05), suggesting no significant deviation from the linear form of the relationship. Therefore, it can be concluded that the relationship between the independent and dependent variables is linear, and the data satisfy the linearity assumption, making them appropriate for use in simple linear regression analysis.

**Table 4.** Coefficients[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | T | Sig. |
| 1 | (Constant) | 29.039 | 1.248 | | 23.267 | .000 |
| | Group | -4.671 | .789 | -.435 | -5.917 | .000 |

a. Dependent Variable: Data

The t-test was employed to assess whether the independent variable exerted a significant partial influence on the dependent variable. Referring to the Coefficients table, the t-test results for the Academic Procrastination variable (Var. Y) on Self-Efficacy (Var. X) indicated a calculated t-value of –5.917 with a significance level of 0.000. As the obtained significance value is below the 0.05 threshold, it can be inferred that Academic Procrastination has a statistically significant partial effect on Self-Efficacy. This demonstrates a meaningful relationship between the two variables. The findings further suggest that higher levels of academic procrastination significantly impact an individual's self-efficacy, aligning with the direction indicated by the regression coefficient.

**Table 5.** Anova

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 829.112 | 1 | 829.112 | 35.016 | .000b |
| | Residual | 3551.724 | 150 | 23.678 | | |
| | Total | 4380.836 | 151 | | | |

a. Dependent Variable: Data
b. Predictors: (Constant), Group

The F-test was utilized to assess the simultaneous influence of the independent variable on the dependent variable. Based on the ANOVA results, the computed F-value was 35.016 with a significance level of 0.000. As this significance value falls below the 0.05 threshold, it can be concluded that the regression model is jointly significant. This finding indicates that Academic Procrastination, when considered collectively, exerts a meaningful effect on Self-Efficacy. Moreover, the results confirm that the constructed regression model is statistically capable of explaining variations in the dependent variable, making it appropriate for predictive purposes.

**Table 6.** Model summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .435a | .189 | .184 | 4.86602 |

a. Predictors: (Constant), Group

The coefficient of determination was utilized to evaluate the extent to which the independent variable contributes to explaining variance in the dependent variable. According to the Model Summary table, the analysis yielded an R Square ($R^2$) value of 0.189, an Adjusted $R^2$ of 0.184, and a Standard Error of 4.86602. The $R^2$ value of 0.312 indicates that 31.2% of the variance in Self-Efficacy is explained by the Academic Procrastination variable, while the remaining 68.8% is influenced by other factors outside the model. Although the $R^2$ value is not particularly high, in the context of social and psychological

research, a figure exceeding 30% is generally regarded as demonstrating adequate predictive capability. These findings indicate that the regression model provides a reasonable level of explanatory power regarding the relationship between the variables.

### 3.2. Discussion

The results of the study indicate that hypothesis H1 is accepted, meaning that there is a significant correlation between learning independence and students' active participation. Empirically, students who possess confidence in their ability to learn independently tend to be more active in responding to questions, expressing opinions, and engaging in IRE learning activities. This confidence enables them to be unafraid of making mistakes, not reliant on teachers' directives, and more willing to take initiative, thereby increasing their responsive behavior in the classroom. Thus, the findings suggest that active participation does not emerge spontaneously; rather, it is strongly influenced by students' capacity for self-directed learning and their belief in their own abilities.

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The connection between these two indicators can be explained through psychological mechanisms. Students who engage in independent learning develop self-regulated learning skills, such as setting learning goals, seeking information autonomously, and evaluating their own understanding. These activities enhance their internal academic competence, which subsequently strengthens their self-confidence. When students feel capable, they become more motivated to demonstrate their abilities through prompt responses to questions. Thus, active participation in the form of responsiveness to questions serves as a concrete reflection of learning independence. This theoretically explains why the two variables are interrelated and yield a positive correlation

The findings of this study are consistent with research conducted by Lestari (2021), which indicates that learning independence has a direct relationship with students' academic engagement. Independent learners tend to be more active in discussions, asking questions, and responding to inquiries. Research by Hakim and Pratama (2022) also found that self-confidence in learning is a key predictor of students' active participation in the classroom. Furthermore, a study by Sugianto (2020) revealed that students with high levels of independent learning skills demonstrate better responsiveness because they are accustomed to seeking information on their own prior to instruction. Thus, the results strengthen the empirical evidence indicating that learning independence and active participation operate as interdependent and mutually reinforcing constructs.

Learning in IRE requires students to understand concepts, evaluate moral values, and respond to religious phenomena. Therefore, students who possess self-confidence in independent learning are better able to comprehend the material prior to class and are

more prepared to answer teachers' questions. The context of IRE instruction is also rich in discussion and questioning, making independent learners more actively engaged in the learning process. This further reinforces the correlation between learning independence and active participation, particularly in the indicator of responsiveness to questions. Students who are capable of learning independently are better prepared to participate, as they already possess sufficient foundational knowledge to respond to the material critically and logically.

The novelty of this study lies in its specific focus on the relationship between learning independence (self-confidence in independent learning) and active learning (responsiveness to questions) within the context of IRE. While most studies assess independence or active participation separately, your research integrates both within a discursive and reflective religious learning framework. Moreover, this study emphasizes that the indicator of active participation 'responsiveness to questions' is strongly influenced by students' internal factors, rather than solely by teachers' instructional strategies. These findings offer a new perspective, suggesting that strengthening independent learning not only enhances academic competence but also fosters students' active participation in IRE learning processes. Thus, your study provides a significant contribution to the development of learning models that highlight self-directed learning in religious education.

## 4. CONCLUSION

This study concludes that learning independence particularly students' self-confidence in autonomous learning has a significant and positive relationship with their active participation in IRE, especially in terms of responsiveness to questions during classroom instruction ($p < 0.05$). The results of the regression analysis indicate that learning independence explains 18.9% of the variance in students' active participation, as reflected by the adjusted $R^2$ value of 0.189, while the remaining variance is influenced by other factors beyond the scope of this study. These findings affirm that active participation does not occur spontaneously; rather, it is shaped by students' ability to regulate their own learning, construct prior understanding, and develop confidence in their academic competence. Theoretically, this research contributes to the literature by emphasizing the role of learning independence as a key internal factor within the discursive and reflective nature of IRE learning, extending existing perspectives that often prioritize instructional strategies alone. Practically, the findings highlight the importance of strengthening self-directed learning, providing structured feedback, and fostering classroom environments that encourage initiative, confidence, and the ethical use of digital technology. Despite its contributions, this study is limited by the scope of indicators and sampling, suggesting that future research should incorporate additional variables such as emotional regulation, digital literacy, or collaborative learning designs to develop a more comprehensive explanatory model of students' active participation. Overall, this research advances the body of knowledge by demonstrating that fostering learning independence not only enhances students' academic competence but also serves as a foundational driver of meaningful engagement in IRE learning within the digital era.

Future research is recommended to expand the examination of students' learning activeness in IRE by integrating additional internal and contextual variables such as emotional regulation, digital literacy, metacognitive awareness, or collaborative learning approaches to build a more comprehensive explanatory model beyond learning

independence. Employing experimental or mixed-method designs and involving diverse educational settings may further strengthen causal understanding and generalizability, thereby contributing novel insights into the development of active and meaningful student engagement in IRE learning within the digital era.

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