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THE EFFECT OF PERCEPTION AND ACADEMIC SELF-EFFICACY ON DISORIENTATION IN ECONOMICS LEARNERS IN MAN CITY OF MOJOKERTO

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ABSTRACT
This study aims to analyze the influence of student perception and academic self-efficacy on disorientation in economics learning among class XI IPS students of MAN Kota Mojokerto. This study uses a quantitative explanatory approach with a sample of 80 respondents selected using the Slovin formula. Data were collected through a closed Likert-scale questionnaire that has been tested for validity and reliability. Data analysis was carried out through classical assumption tests and multiple linear regression to determine the partial and simultaneous effects of the two independent variables on disorientation in economics learning. The results showed that academic self-efficacy had a negative and significant effect on disorientation in learning (0.005, which is less than ($p < 0.05$), which means that the higher the academic self-efficacy, the lower the level of disorientation experienced by students. Conversely, student perception did not have a significant effect on disorientation in learning (0.922, which is greater than ($p > 0.05$). These findings indicate that internal factors, such as self-confidence, play a stronger role in determining the direction and clarity of students' learning goals. This study concludes that strengthening academic self-efficacy is essential to reduce disorientation and increase the effectiveness of economics learning.

INTRODUCTION

Education essentially has a clear orientation: to guide students to develop personal character that is faithful, knowledgeable, moral, and capable of facing life's challenges. Educational orientation extends beyond the transfer

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of knowledge to character formation, potential development, and providing meaningful direction for students' futures (Wiryanti, 2024). In the context of formal education, orientation is realized through the curriculum, learning process, and school environment which should be able to guide students to achieve directed learning goals (Anwari, 2021). However, in reality, the ideal educational orientation is not always achieved. As a result, many students experience learning disorientation Ndeot & Jaya (2021). Confusion refers to a loss of direction and an inability to understand the purpose of the learning process. This condition often leads to various learning problems, including low motivation, interest, and academic achievement (Bebi Sanusi, 2020).

In high school education, which plays a strategic role in shaping students' life direction and goals, particularly in Social Studies (IPS) learning, students are in the process of discovering their identity and are beginning to be guided toward preparing for the future, both academically and non-academically. This arises due to the negative cycle of academic development experienced by students, such as low perception and low learning effort (Misdar, 2018). They don't clearly understand the purpose of learning, lack motivation, and feel the lessons they receive are irrelevant to real life or the future.

Based on the researcher's initial observations at MAN Kota Mojokerto in class XI IPS, which consisted of more than 30 students, it was seen that interest in learning economics was relatively low. This was indicated by (1) only 4 students asked questions during the lesson, while the rest tended to be passive, (2) only about 7 students did their assignments enthusiastically and submitted them on time, while the other 23 students were late or less serious, and (3) most of the 22 students admitted to feeling bored or having difficulty understanding the economics material. The above problems are low student learning achievement because they feel they are experiencing learning difficulties caused by internal and external factors such as laziness in learning and environmental disturbances (Manjo et al., 2025).

Previous research found that students' motivation and interest in learning economics were significantly correlated. The results showed that students' motivation was high, with an average score of 3.86. Meanwhile, students' interest was also high, with an average score of 4.07. Furthermore, a Pearson correlation test of $r = 0.537$ ($p < 0.01$) indicated a significant positive relationship between motivation and interest in learning (Tambalitan & Aseng, 2023). This means that the higher a student's motivation, the higher their interest in learning economics. Conversely, low motivation and interest indicate that students lack internal drive or interest in the material, resulting in learning difficulties and a loss of direction in their learning objectives (Maksum, 2025). This situation is closely related to low goal orientation, due to weak goal orientation and minimal effort to understand the material (mastery goals) as well as a low desire to achieve optimal performance (performance goals). When goal orientation is low, students lack clear guidance on what they want to achieve, what learning strategies to use, and what the benefits of the learning process are. As a result, they easily experience confusion, loss of focus, and low interest in learning. This is not only an indicator of a lack of learning readiness but also a form of learning disorientation that arises from low goal orientation in learning economics.

One factor suspected of influencing this disorientation is students' perceptions of ineffectiveness in economics learning and low motivation to learn. Perception is a student's understanding of information received through the five senses. Students are suspected of experiencing direct and indirect influences on each other during learning (Haryono, 2013). When economics lessons are purely theoretical and not connected to social reality, students tend to lose interest and struggle to grasp the concrete benefits of the material being taught.

Besides perception, disorientation is strongly suspected to be caused by academic self-efficacy. This is exacerbated by students' weak academic self-efficacy, which makes the learning process a meaningless routine (Sahin et al., 2024). According to Bandura (1997) Academic self-efficacy is a person's belief in their ability to successfully complete academic tasks. When students simply complete assignments without confidence, the learning activity lacks meaningful meaning (Islamudin et al., 2025). Students tend to complete assignments simply to fulfill

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obligations, not out of an intrinsic drive to understand the material. As a result, they easily become bored, unmotivated, and lack a clear orientation toward learning goals. This weakens learning outcomes and increases the potential for disorientation in the economics learning process.

Low student interest in economics learning may be related to internal factors such as perception and academic self-efficacy. Although numerous studies have been conducted on motivation, interest, and learning environment factors, studies specifically highlighting the influence of perception and academic self-efficacy on disorientation in economics learning are still limited. This is the focus of this research. Therefore, it is important to further examine how these two factors influence student educational disorientation, particularly in economics learning at MAN Kota Mojokerto.

From these various studies, it can be understood that the issues of perception, self-efficacy, and disorientation have been studied, but they still exist independently within different contexts. Few studies have directly examined the relationship between perception and academic self-efficacy and disorientation in economics learning, particularly among Islamic high school students. Therefore, this study is important to fill this gap, particularly in the context of MAN Kota Mojokerto.

The disorientation experienced by social studies students in learning economics is a signal that improvements are needed in the learning approach and motivation development. Therefore, it is important to empirically examine the influence of perception and academic self-efficacy on the level of disorientation in social studies students' learning, so that solutions and strategies for improving the quality of education can be found that are more meaningful, relevant, and grounded in spiritual values.

METHOD

This study uses a quantitative approach with an explanatory research type that aims to explain the causal relationship between student perceptions, academic self-efficacy and disorientation in economic learning. The study was conducted at MAN Kota Mojokerto with research subjects being grade XI IPS students taking economics lessons. The population was 100 students, and the sample determination used the Slovin formula with a 5% error rate obtained by 80 respondents as research samples. Research data were obtained through a closed questionnaire on a Likert scale of 1-5 (strongly disagree - strongly agree) which was compiled based on the variable indicators of student perception, academic self-efficacy, and disorientation in economic learning.

The instrument was designed based on the integration of Walgito and Sobur's theory regarding perception statement instruments. Indicators of student perceptions of economics learning according to Walgito (2010) broken down into several aspects: (1) selection of economic learning stimuli such as materials, methods, and media, (2) students' readiness and expectations in participating in learning, (3) internal attention-grabbing factors including interest, motivation, and curiosity, (4) external attention-grabbing factors such as teacher teaching strategies and learning media, (5) classroom environmental conditions during learning. According to Alex (2013) consists of (1) selection, (2) interpretation, and (3) response. The integration of instruments from Bandura and Zajacova's theory regarding academic self-efficacy used in this study includes according to Bandura (1997) (1) level, (2) strength, (3) generality. Meanwhile, according to Zajacova (2005) includes indicators (1) confidence in understanding and mastering economic material, (2) ability to complete tasks and face economic evaluations, (3) ability to manage obstacles and emotions in learning economics, and (4) confidence in organizing learning strategies and time management. As well as Goal Orientation to measure disorientation in learning economics according to Dweck & Leggett (1988) includes (1) Low Mastery Orientation, (2) Low Performance-Approach Orientation, (3) High Performance-Avoidance Orientation, (4) High Work-Avoidance Orientation. The validity test uses Pearson Product Moment correlation and the reliability uses the Cronbach's Alpha formula with the help of IBM SPSS 25 with an

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error rate, so that only valid and reliable questionnaire items are used for further analysis. The results of the validity test of the perception instrument can be seen in table 1.

Table 1. Validity Results of Perception Variables

Item No.	r Count	r Table	Decision
1	0.764	0.361	Valid
2	0.705	0.361	Valid
3	0.691	0.361	Valid
4	0.561	0.361	Valid
5	0.707	0.361	Valid
6	0.678	0.361	Valid
7	0.513	0.361	Valid
8	0.730	0.361	Valid
9	0.719	0.361	Valid
10	0.645	0.361	Valid
11	0.714	0.361	Valid
12	0.697	0.361	Valid
13	0.748	0.361	Valid
14	0.647	0.361	Valid
15	0.557	0.361	Valid
16	0.868	0.361	Valid
17	0.816	0.361	Valid
18	0.560	0.361	Valid

(Source: Researcher, 2026)

Based on Table 1, it can be concluded that the perception instrument consists of 19 statement items. The instrument is considered valid because it meets the requirements of a calculated r value greater than the table r value, which is 0.361. Furthermore, the validity test of the academic self-efficacy instrument is shown in Table 2.

Table 2. Results of the Validity of the Academic Self-efficacy Variable

Item No.	r Count	r Table	Decision
1	0.703	0.361	Valid
2	0.592	0.361	Valid
3	0.632	0.361	Valid
4	0.820	0.361	Valid
5	0.570	0.361	Valid
6	0.515	0.361	Valid
7	0.752	0.361	Valid
8	0.771	0.361	Valid
9	0.793	0.361	Valid
10	0.587	0.361	Valid
11	0.778	0.361	Valid

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12	0.869	0.361	Valid
13	0.579	0.361	Valid
14	0.805	0.361	Valid
15	0.813	0.361	Valid
16	0.619	0.361	Valid
17	0.725	0.361	Valid
18	0.743	0.361	Valid
19	0.835	0.361	Valid

(Source: Researcher, 2026)

Based on Table 2, it can be concluded that the academic self-efficacy instrument consists of 19 statement items. Initially, it consisted of 20 statement items, but one statement was invalid, so the researcher only used 19 statements. The instrument is considered valid because it meets the calculated r requirement, which is greater than the table r, which is 0.361. Furthermore, the validity test of the learning disorientation instrument is shown in Table 3.

Table 3. Results of the Validity of the Learning Disorientation Variable

Item	r Count	r Table	Decision
1	0.735	0.361	Valid
2	0.874	0.361	Valid
3	0.726	0.361	Valid
4	0.883	0.361	Valid
5	0.845	0.361	Valid
6	0.879	0.361	Valid
7	0.788	0.361	Valid
8	0.620	0.361	Valid
9	0.684	0.361	Valid
10	0.868	0.361	Valid
11	0.597	0.361	Valid
12	0.719	0.361	Valid
13	0.593	0.361	Valid
14	0.789	0.361	Valid
15	0.742	0.361	Valid

(Source: Researcher, 2026)

Based on Table 3, it can be concluded that the learning disorientation instrument consists of 15 statement items. The instrument is considered valid because it meets the requirements of calculated r, which is greater than the table r, which is 0.361. Furthermore, the reliability test for each instrument is in Table 4.

Table 4. Instrument Reliability Results

Instrument	Cronbach's Alpha	N of Items	Decision
Perception	0.934	18	Reliable
*Self-efficacy*Academic	0.943	19	Reliable
Learning Disorientation	0.945	15	Reliable

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(Source: SPSS25.0)

Table 4 shows the results of the reliability test that all research instruments are in the highly reliable category. The Perception Instrument obtained a Cronbach's Alpha value of 0.934 (18 items), Academic Self-efficacy of 0.943 (19 items), and Learning Disorientation of 0.945 (15 items). All α values were above 0.70 so the instruments were declared reliable and consistently used in the study. Next, the questionnaire with valid and reliable statements was distributed to respondents directly in class. The collected data were then analyzed using multiple linear analysis to determine the effect of independent variables partially or simultaneously on the dependent variable.

Before conducting the regression, a classical assumption test will be conducted first to ensure the results are not biased, including tests for normality, linearity, multicollinearity, homogeneity, and heteroscedasticity as prerequisites. Furthermore, a hypothesis test is carried out using a t-test to examine each independent variable and an F-test to see the simultaneous influence, as well as a coefficient of determination (R2) test to determine the magnitude of the contribution of perception and academic self-efficacy in explaining disorientation in economics learning. The research flow starts from instrument preparation, data collection, analysis, to drawing conclusions in quantitative research procedures according to Sugiyono (2013), so that the entire process can be scientifically accounted for and meets the principles of educational research methodology.

RESULT AND DISCUSSION

Result

The results of the normality test on the perception instrument, self-efficacy and disorientation of economic learning can be seen in table 5.

Table 5. Normality Test Results

		Unstandardized Residual
N		**85**
Normal Parametersa,b	Mean	0.0000000
	Standard Deviation	9.78553389
Most Extreme Differences	Absolute	0.088
	Positive	0.088
	Negative	-0.042
Test Statistics		0.088
Asymp. Sig. (2-tailed)		.099c
a. Test distribution is Normal.		

(Source: SPSS25.0)

Based on Table 5, the normality test has a significant value (Asymp. Sig. 2-tailed) of 0.099, which is greater than the significance limit of 0.05. Therefore, it can be concluded that the residual data in the study of the influence of perception and Academic Self-efficacy on disorientation in learning economics in Mojokerto City is normally distributed. The normality test has met one of the classical assumptions. Furthermore, the results of the linearity test can be seen in Table 6.

Table 6. Linearity Test Results

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			Sum of Squares	df	Mean Square	F	Sig.
Learning Disorientation * Self-efficacy	Between Groups	(Combined)	5143.557	31	165,921	1,679	0.048
		Linearity	2336.476	1	2336.476	23,644	0.000
		Deviation from Linearity	2807.082	30	93,569	0.947	0.555
	Within Groups		5237.431	53	98,819		
	Total		10380988	84			

(Source: SPSS25.0)

In Table 6, the linearity test shows a value of 0.000, which is smaller than the significance limit of 0.05. Therefore, it can be said that there is a significant linear relationship between academic self-efficacy and learning disorientation. Furthermore, the deviation form linearity component is 0.555, which is greater than 0.05. Therefore, the results indicate that there is no deviation from linearity, so the variable can be stated to follow a linear line. In addition, in the combined section of 0.048 or less than 0.05, indicating that there is a significant overall relationship between academic self-efficacy and learning disorientation. Next, a multicollinearity test was conducted, which can be seen in Table 8.

Table 7. Multicollinearity Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	Student perception	0.368	2,716
	Self-efficacy	0.368	2,716

a. Dependent Variable: Learning Disorientation

(Source: SPSS25.0)

The multicollinearity test results in Table 7 show a tolerance value of 0.368 and a VIF of 2.716. A tolerance value greater than 0.10 and a VIF value below 10 indicate no multicollinearity between the independent variables in the regression model. Therefore, both variables are declared independent and suitable for further regression analysis because they do not show a strong correlation with each other. Next, a heteroscedasticity test is performed in Table 8.

Table 8. Heteroscedasticity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	6,218	7,162		0.868	0.388
	Student perception	0.099	0.160	0.112	0.615	0.540

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Self-efficacy	-0.086	0.129	-0.121	-0.669	0.505

a. Dependent Variable: Learning Disorientation

(Source: SPSS25.0)

Based on the results of the heteroscedasticity test in Table 8, the perception variable has a significance value of 0.540, while the self-efficacy variable has a significance value of 0.505. Both significance values are greater than the 0.05 significance limit. Therefore, it can be said that there are no symptoms of heteroscedasticity in this regression model. Next, a homogeneity test is performed in Table 9.

Table 9. Homogeneity Test Results

		Levene Statistics	**df1**	**df2**	**Sig.**
Student perception	Based on Mean	1,602	20	48	0.092
	Based on Median	0.978	20	48	0.503
	Based on Median and with adjusted df	0.978	20	21,938	0.517
	Based on trimmed mean	1,542	20	48	0.110
Self-efficacy	Based on Mean	3,922	20	48	0.000
	Based on Median	1,585	20	48	0.097
	Based on Median and with adjusted df	1,585	20	19,698	0.157
	Based on trimmed mean	3,795	20	48	0.000

(Source: SPSS25.0)

Based on Table 9, the homogeneity test results for the perception variable show a significant value based on the mean of 0.092, based on the median of 0.503, and other methods show significant values above 0.05. Therefore, it can be said that the variance of student perception data is in a homogeneous condition. Meanwhile, the Self-efficacy variable has a significant value based on the median of 0.097 and a median with adjusted df of 0.157. Both values are greater than 0.05, although the significant values in the based on the mean and trimmed mean methods are below 0.05. However, the homogeneity test is generally based on the based on the median method because it is more resistant to the influence of outliers. It can be concluded that these variables meet the assumption of homogeneity of variance. Therefore, it can continue and meet the requirements for regression analysis. Furthermore, the results of the t-test can be seen in Table 10.

Table 10.t-Test Results

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Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	79,964	11,018		7,258	0.000
	Student perception	-0.024	0.247	-0.016	-0.099	0.922
	Self-efficacy	-0.572	0.198	-0.462	-2,883	0.005

a. Dependent Variable: Learning Disorientation

(Source: SPSS25.0)

Based on Table 10, the t-test results obtained findings as shown by the constant value of 79.964, indicating that if student perception and self-efficacy are at zero, then the level of learning disorientation tends to be at that number. The perception variable has a regression coefficient value of -0.024 with a significance value of 0.922 which is greater than 0.05. The results of the academic self-efficacy variable show a coefficient of -0.572 with a significance value of 0.005, which is less than 0.05. Psychological factors, such as students' academic beliefs, play a role in reducing confusion in learning, while students' perceptions of economics learning do not have a significant influence in the context of this study. Furthermore, an f-test was conducted, with the results in Table 11.

Table 11. F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2337.428	2	1168,714	11,914	.000b
	Residual	8043.561	82	98,092		
	Total	10380988	84			

a. Dependent Variable: Learning Disorientation

b. Predictors: (Constant), Self-efficacy, Student perception

(Source: SPSS25.0)

Based on table 11, the F test results obtained with an F value of 11.914 with a significance of 0.000 which is less than 0.05. The results show that the regression model is suitable for use and the independent variables simultaneously have a significant influence on the dependent variable which supports the hypothesis of H_0 being rejected and H_a being accepted, meaning that student perception and Self-efficacy simultaneously have a significant influence on Disorientation in Economic Learning.

The Regression Sum of Squares value is 2,337.428, which illustrates the large variation in disorientation in economics learning that can be explained by a combination of student perception and academic self-efficacy variables. The Residual Sum of Squares value is 8,043.561, which indicates variations that cannot be explained by the model.

The conclusion is that student perception and academic self-efficacy have a significant effect on disorientation in economics learning among eleventh-grade students at MAN Kota Mojokerto. This finding indicates

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that these factors need to be considered simultaneously to understand and reduce the tendency for disorientation in learning among male and female students. The results of the R test are presented in Table 12.

Table 12. R Test Results

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.475a	0.225	0.206	9,904

a. Predictors: (Constant), Self-efficacy, Student perception

(Source: SPSS25.0)

Based on the results of multiple linear regression analysis, an R value of 0.475 was obtained, which indicates that the relationship between student perception variables and academic self-efficacy with disorientation in economic learning is in the moderate category.

The R Square value of 0.225 indicates that the two independent variables, namely student perception and academic self-efficacy, are able to explain 22.5% of the variation that occurs in learning disorientation. Meanwhile, the Adjusted R Square value of 0.206 indicates that after adjusting for the number of variables and samples, the proportion of contributions explained by the model remains stable at 20.6%.

The Std. Error of the Estimate value of 9.904 indicates the standard error rate in predicting learning disorientation scores based on the regression model used. The lower this value, the better the model's predictions. In this study, this value indicates that the model is quite suitable for use.

Overall, these results indicate that student perceptions and academic self-efficacy contribute to learning disorientation, although there are still 77.5% other factors outside the model that also influence the variability of economic learning disorientation.

Discussion

This study examined the influence of student perception and academic self-efficacy on learning disorientation in economics learning among eleventh-grade students at MAN Kota Mojokerto. The findings provide important insights into the psychological factors underlying learning disorientation, particularly in the context of economics education at the senior high school level.

The results indicate that student perception does not have a significant effect on learning disorientation. Therefore, it is said that the results of the hypothesis test indicate that H_0 is accepted and H_a is rejected. This means that student perception does not have a significant effect on Learning Disorientation. In other words, the high or low level of student perception towards economics learning does not provide a significant change in the level of learning disorientation. This finding differs from the results of research Firdaus (2020) who found that students' perceptions of teachers' professional and social competence significantly influenced economics learning outcomes. This difference indicates that perceptions depend on the dependent variable studied. Previous research linked perceptions to learning achievement, which is sensitive to the quality of learning management. However, in this study, perceptions were not strongly related to learning disorientation, which is influenced by internal factors such as learning goals, assignment completion, and students' academic beliefs.

In contrast, academic self-efficacy was found to have a negative and significant effect on learning disorientation. Therefore, H_0 is rejected and H_a is accepted. This means that the higher the level of academic self-efficacy of students, the lower the level of disorientation in economic learning they experience. Conversely, when students have low self-efficacy, they tend to experience high levels of learning disorientation. This finding is

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consistent with the study Rachmawati (2024) which confirms that students' academic beliefs play a crucial role in helping them overcome stress, confusion, and challenges in the learning process. Strong self-efficacy enables them to maintain a clear focus on learning objectives and be adaptive in the face of difficulties (Pradani et al., 2025).

The simultaneous effect of student perception and academic self-efficacy on learning disorientation indicates that, although perception alone is not a significant predictor, both variables together contribute to explaining students' learning orientation. Nevertheless, the relatively modest explanatory power of the model suggests that learning disorientation is a complex phenomenon influenced by other factors, such as learning environment, instructional strategies, goal orientation, and social support.

Overall, these findings emphasize that internal psychological factors, particularly academic self-efficacy, play a more dominant role than perception in shaping students' learning orientation. Therefore, efforts to reduce learning disorientation in economics education should prioritize strengthening students' confidence, goal clarity, and self-regulation skills rather than focusing solely on improving students' perceptions of the subject.

CONCLUSION

This study provides a comprehensive overview of the relationship between student perceptions and academic self-efficacy and disorientation in economics learning in Mojokerto City. Overall, this study demonstrates that these two psychological variables play a role in shaping students' learning direction, making them important to consider when developing learning strategies in schools. This article emphasizes that strengthening positive perceptions of economics learning and developing academic self-efficacy are essential for creating a more focused and adaptive learning experience.

However, this study has limitations, particularly in its limited scope of variables, which is limited to internal psychological factors, and its use of a quantitative design that is unable to explore the dynamics of learning behavior in depth. Furthermore, the sample, which is only from a single city, requires caution when generalizing the results.

Further research is recommended to expand the model by adding other variables such as family support, school environment, teacher teaching strategies, and socio-emotional factors. A mixed methods approach could also be considered to gain a more comprehensive and in-depth understanding of learning disorientation. This could allow for the development of more targeted educational interventions to minimize disorientation in the economics learning process.

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