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The Correlation Between Self Efficacy and the Learning Achievement



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Article Information

History Article:

Received, 27/02/2019

Accepted, 21/03/2019

Published, 01/04/2019

Keywords:

Self efficacy, Learning achievement

Abstract

Self-efficacy was an individual's confidence regarding his ability to achieve certain goals. Lack of Self-efficacy of students would affect their learning achievement. The purpose of this study was to prove the correlation between self-efficacy and learning achievement at elementary school. The design of this study was correlational with a cross sectional approach. The population in the study was 54 students at 6th grade elementary school, a total sample was 54 students which used total sampling techniques. The independent variable was self-efficacy, the dependent variable was learning achievement. The data was taken using a questionnaire that had been tested for validity. The results showed that 28 of the 54 respondents had high self-efficacy and satisfying learning achievement. This showed that H1 was accepted which meant that there was a correlation between self-efficacy and learning achievement in elementary school Sidoarjo District. A good self-efficacy from oneself could affect his learning achievement. People who had high beliefs with their abilities tend to succeed, while people who had low beliefs with their abilities tended to fail.

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DOI: 10.26699/jnk.v6i1.ART.p063-069

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P-ISSN : 2355-052X

E-ISSN : 2548-3811

INTRODUCTION

One of the things that affects student achievement is self efficacy. Self Efficacy is a belief and hope regarding individuals to face their duties. In the eva latipah study at the Islamic university Kalijaga result of metaanalysis on 14 effects sizes from 3899 subjects show that self regulated learning strategies is positively correlated to academic achievement ($r = 0.26$). The difference in variance of correlation can, among others, be caused by sampling error (4.63%) and error in measurement of independent as well as dependent variables (4.44%). This small percentage shows that error deviation Probably caused by sampling error and error in measurement of independent and dependent variables was very small. Result indicated that self regulated learning strategies positively influence students' academic achievement. (Latipah, 2010).

In Oktaverina et.all study at Sleman Yogyakarta, results of the research were used pre-test and post-test, showed that there was increased mathematics learning motivation after training given by the value of $Z = -3.740$ dan $p = 0,000$ ($p < 0,05$). In the pre-test and follow-up, showed that there was increased mathematics learning motivation after two weeks of training given by the value of $Z = 1.989$ dan $p = 0,047$ ($p < 0,05$). (Oktaverina & Nashori, 2015).

Self efficacy is one aspect of self-knowledge that is most influential in human life. This is due to the self-efficacy also influences the individual in determining the actions to determine a goal, including the estimation of various events that will be faced. Stated that self-efficacy is "a belief in one's ability to organize and execute courses of action that is required to manage prospective situations", which means that self efficacy is a person's assessment of his ability to organize, control, and carry out a series of behaviors to achieve a desired result. Mathematical self-efficacy is defined as a situational assessment of an individual's beliefs in his ability to successfully form or complete certain tasks or mathematical problems". Self-efficacy helps a person in making choices, their efforts to progress, the persistence and perseverance they show in facing the difficulties, and the degree of anxiety or calm they experience when they maintain tasks that cover their lives (Bandura, 2013). A student in the learning process often encounters various obstacles so as to reduce achievement. Problems come from internal and external of the

students. One of the internal factors is self efficacy. Students who have low Self-Efficacy feel they do not have the confidence that they can complete the task, so he tries to avoid the task. Low self-efficacy is not only experienced by individuals who do not have the ability to learn, but is also possible for gifted individuals. If students' self-efficacy is low, it is possible that they will get poor performance. In order to obtain good learning achievement, it takes a serious effort to achieve it. Efforts that need to be done by students include learning hard, diligently reading, taking learning seriously, being sure of their abilities, and so on. According to Bandura (2008) efficacy will increase students' success in two ways, first, efficacy will foster interest from within themselves towards activities that they consider interesting. Second, someone will set themselves to achieve goals and have a strong commitment. (Slavin, Robert, 2008).

Student learning achievement is influenced by several factors, namely internal factors and external factors. Internal factors include the first are physical factors, namely body health, sensory, second is a psychological factor which includes the first is intelligence factor, second is attitudes and third motivation and self-will. External factors include factors in the family environment and community environment. Individual motivation arises through optimistic thinking from inside to realize the expected goals. Individuals try to motivate themselves by establishing confidence in the actions, planning actions that will be realized. There are several kinds of cognitive motivation that are built from several theories that cause attributions that originate from attribution theory and expectation of results formed from the theory of value appreciation. Self efficacy influences causation, where motivation is governed by the outcome expectation and the outcome value. Outcome expectation is an estimate that certain behaviors or actions will cause special consequences for individuals. This contains beliefs about the extent to which certain behaviors will have certain consequences. Outcome value is a value that has meaning from the consequences that occur when a behavior is carried out. Individuals must have a high value outcome to support the outcome expectation. (Diknas, 2013).

Based on the results of a preliminary study conducted on February 15, 2018 the results of interviews and observations of 3 out of 5 children had feelings of doubt over the results of their

learning, they felt less confident in their abilities and from them had experienced a decline in grades that they considered difficult, they also complained because the lesson was too difficult and could not do the task. So that they are not sure about every study or test even if there is motivation from parents. But they are still not sure about their learning, their attitude is quiet and shy when a teacher gives a question to him, the value decreases, 60 while the school gives a score of 75. Whereas 2 children have high confidence in the results of their learning so far with a value above minimal completeness criteria which is 80.

Based on the results of interviews with the homeroom teacher that there are students who do have feelings of uncertainty, especially in lessons that are considered difficult, he also added that there were students who were shy, passive and some who could not follow the lesson at all in the lesson so the value was less satisfying.

One of the factors that influence learning achievement according is Self-Efficacy. Self-Efficacy is belief and hope about the ability of individuals to deal with their duties. (Latipah, 2010). Journal of Educational Sciences states that various studies show Self-Efficacy has an effect on motivation, tenacity in facing difficulties from a task, and learning achievement. The purpose of this study was to prove the correlation between self-efficacy and learning achievement at elementary school in Elementary School Sidoarjo District.

METHOD

The research design used is correlational analytic with Cross Sectional approach, namely the type of research that emphasizes the time of measurement or observation of independent and dependent variable data only once at a time (Nursalam, 2013).

The population in this study were all 6th grade students, as many as 54 male and female students in elementary school, Sidoarjo District. The sampling technique in the research that will be conducted is total sampling. Total sampling is a sampling technique by selecting random samples between populations according to what the researcher wants (objectives / problems in the study) (Nursalam, 2013).

This research sample used is the entire population, namely 6th grade students in elementary school Sidoarjo District, amounting to 54 male and female students. The instrument used was a

questionnaire with a Likert scale and doing the observation of even semester report cards. The instrument of self efficacy uses a questionnaire that has been tested for validity, on the achievement instrument using secondary data, that is, from the student report cards.

RESULT

The results of the study were conducted on 30 April - 22 May 2018 in elementary school Sidoarjo District. The data was obtained as follows :

The Characteristic of respondents Based On The Gender of Sixth Grade Students age in Elementary School Sidoarjo District

Table 1 The Characteristic of respondents Based On The Gender of Sixth Grade Students and age in Elementary School Sidoarjo District

No	Characteristic	f	%	Total
1	Gender Male	24	44,4	100%
	Female	30	55,6	
2	Age			100%
	12 Years	34	63	
	13 Years	20	37	

Based on Table 1 above, from 54 respondents, obtained data 24 male respondents (44,4%) and 30 female respondents (55,6%). from 54 respondents, obtained data that most of respondents were 12 years old as many as 34 respondents (63%) and respondents with the age of 13 years old were 20 respondents (37%).

The Characteristic of respondents Based On The Parents' Job of Sixth Grade Students in Elementary School Sidoarjo District

Table 2 The Characteristic of respondents Based On The Parents' Job of Sixth Grade Students in Elementary School Sidoarjo District

No.	Parents' Job	f	%
1.	Private	22	40.7
2.	Teacher	4	7.4
3.	Entrepreneur	28	51.9
Total		54	100

Based on Table 2 above, from 54 respondents, obtained data that most of parents' job of respondents was private as many as 22 people (40,7%) and entrepreneur as many as 28 people (51,9%).

The Characteristic of respondents Based On The Self Efficacy of Sixth Grade Students in Elementary School Sidoarjo District

Table 3 The Characteristic of respondents Based On The Self Efficacy of Sixth Grade Students in Elementary School Sidoarjo District

No.	Self efficacy	f	%
1.	High self efficacy	28	51.9
2.	Low self efficacy	26	48.1
Total		54	100

Based on Table 3 above, it was obtained that respondents who had high self efficacy as many as 28 students (51,9%) and respondents who had low self efficacy as many as 26 students (48,1%).

The Characteristic of respondents Based On The Learning Achievement of Sixth Grade Students in Elementary School Sidoarjo District

Table 4 The Characteristic of respondents Based On The Learning Achievement of Sixth Grade Students in Elementary School Sidoarjo District

No.	Learning Achievement	f	%
1.	≥ 75 satisfying	52	96.3
2.	< 75 not satisfying	2	3.7
Total		54	100

Based on Table 4 above, data of respondents who had learning achievement of ≥ 75 satisfying as many as 52 students (96,3%) and respondents who had learning achievement of < 75 not satisfying as many as 2 student (3,7%).

The Characteristic of respondents Based On The Correlation of Self Efficacy And Learning Achievement of Sixth Grade Students in Elementary School Sidoarjo District

Table 5 The Characteristic of respondents Based On The Correlation of Self Efficacy And Learning Achievement of Sixth Grade Students in Elementary School Sidoarjo District

No		Self efficacy		Learning achievement		Total	
		≥ 75 satisfying		≤ 75 not satisfying		f	%
		f	%	f	%		
1	High	28	100	0	9	28	100
2	Low	24	92,3	2	7,7	26	100
Total		52	96,3	2	3,7	54	100

Based on Table 5, from cross tabulation result could be seen that from 54 respondents there were 28 students (100%) who had high self efficacy and satisfying learning achievement while students who had low self efficacy and not satisfying learning achievement as many as 24 respondents (92,3%).

DISCUSSION

Self Efficacy of Sixth Grade Students in Elementary School Sidoarjo District

The results of the study based on table 3 conducted in elementary school, Sidoarjo District on 54 respondents obtained results < respondents who have high self efficacy is 28 (51.9%) while

respondents who have low self efficacy are 26 (48,1%) argues that self-efficacy is "a belief in one's ability to organize and execute courses of action that is required to manage prospective situations", which means that self-efficacy is a person's assessment of his ability to organize, control, and carry out a series of behaviors to achieve a desired result. Data on elementary school students in Sidoarjo are men totaling 69.694 students and women 64.393, total 134.087 students. From the results of research conducted at elementary school, Sidoarjo District, it was found that individuals have high self efficacy. This is because there are several factors according to, namely gender, personality.

Individuals with high self efficacy tend to learn more and achieve more, these students will improve their ability to arrange the actions needed to complete tasks faced with confidence. Conversely, if these students experience low self-efficacy, they will experience failure in accomplishing tasks and lacking confidence. Judging from male and female sex, they tend to have different self efficacy. Students with male gender have a higher self efficacy than female, men have a higher estimate of how well they are capable of doing new tasks. With this, men have higher hopes for their future in agreement with stating that the most important thing is differences caused by cultural expectations and norms, for example, twelfth grade girls have much lower values than boys in the quantitative scholastic assay (SAT) and on advanced placement tests in mathematics (Slavin, Robert, 2008).

Whereas from observations with students in elementary school Sidoarjo Regency, it was found that many male students experienced high self efficacy, seen from students who were enthusiastic and ready to receive lessons, students were more relaxed in doing the assignments given by the teacher, more focus on listening and seeing the teacher teaching. This is because students have bad scored on previous examinations, including those that they consider difficult. so students are more active and diligent in learning and get support from parents. different from women, they tend to consider themselves less capable and less prepared in learning including difficult lessons such as mathematics in agreement with Zimmerman saying that there are differences in the development of the abilities and competencies of men and women. This is because in the lesson they were not capable enough in answering questions from their teacher and relying more and throwing the question to their friends. While in terms of the personality of students who have a quiet personality different from the opinion of. people with extroverted characters have higher self efficacy, in fact students who have a quiet nature can also have high self efficacy because students are able to process himself to be more thorough in working on new assignments given by his teacher, including students getting support and encouragement from parents at home to be even more active in learning. So that the individual is able to increase interest in learning because there is encouragement from parents and teachers and peers.(Jatisunda, 2017).

Learning Achievement of Sixth Grade Students in Elementary School Sidoarjo District

The results of the study based on Table 4 conducted at elementary school, Sidoarjo District on 54 respondents obtained the results of respondents with learning achievement ≥ 75 satisfying that was 52 respondents (96.3%) while respondents who had an achievement of <75 not satisfying as much as 2 respondent (3.7%).

Whereas according to the word “achievement” shows the meaning of good results achieved by someone after doing activities. Achievement is the result and activities carried out to achieve certain goals.(Kisti & Fardana, 2012).

From the research that has been done in elementary school, Sidoarjo District, 27 respondents were found with learning achievement of ≥ 75 satisfying, as many as 52 respondents (96.3%) while respondents who had an achievement of <75 did not satisfy as many as 2 (3.7%) respondents.

Learning achievement also has several factors which include external factors, namely socio-economic of family, parental education, parents’ attention and the atmosphere of the relationship between family members, school facilities and infrastructure, teacher and student competence, curriculum and methods in teaching. Whereas internal factors are body health, sensory, intelligence, attitude, motivation. One of the factors that influence the learning achievement is the family socio-economic according to Sumadi Suryabrata and Shertzer and Stone in Winkle. With adequate socio-economic conditions, students have more opportunities to get better learning facilities, ranging from books, stationery to school selection. So that it is not denied that female students who have less family social status will tend to be less fulfilled needs, and of course it is difficult to provide a place to learn as a result students will feel disappointed if what is needed is not fulfilled, the enthusiasm for learning can be back down and they can feel inferior to the themes of their friends. Conversely, if the female students have enough family social economy then this can support and encourage them to achieve more achievement. Moreover, if parents’ students has enough economy, the facilities will be complete, so that it will make them feel comfortable because the place to study supports them to be more enthusiastic in studying (Warsito, 2012).

The Correlation Analysis of Self Efficacy And The Learning Achievement of Sixth Grade Students In Elementary School Sidoarjo District

Based on Table 5 the results of cross tabulation can be seen that from 27 respondents with high self efficacy and satisfying learning achievement as many as 28 respondents (100%) while those who have low self efficacy and unsatisfying learning achievement as many as 24 respondents (92.3%).

In accordance with the opinion of Albert Bandura (1997) stated that self-efficacy is “beliefs in one’s capabilities to organize and execute courses of action required to manage prospective situations”, which means that self efficacy is a person’s assessment of his ability to organize, control, and carry out a series of behaviors to achieve a desired outcome. It can be concluded that students who have good self efficacy have higher self-confidence, in facing a problem that is in themselves and can assess where the limits of the student’s ability to learn. This study supports the research conducted by Mulafi Janatin in 2015 with the title “the relationship between self efficacy and learning achievement of students in grade IV to cluster II Bantul sub-district 2014/2015 academic year” with conclusions of the results showed that there was a positive and significant correlation between self efficacy and student achievement. The results of this study also support the previous research conducted by Pertiwi 2015 “The Effect of Self Efficacy on Learning Outcomes in Class V Students of Elementary Schools in the District IV in Cilacap Selatan Sub-District, Cilacap District” the results showed that there was a significant effect of self efficacy on student learning outcomes. This proves that self efficacy can affect student learning achievement (Janatin, 2015).

From the results of this study also found that students who have high self efficacy as much as 28 (100%). This is because there are students who have high self efficacy but have low achievements and vice versa, there are students who have low self efficacy but have high achievements. Based on the results of interviews with students who stated that students had gotten bad grades before for certain subjects that were considered difficult, students also stated that some of the teachers were unsatisfying in teaching, students also stated that when they had learned before faced a test but when the test was started they were cheating with their friends because students are not sure and feeling

unable to learn. Students also state that they have been supported and motivated by their parents but students still feel that they are less capable of their own abilities. As a result, students who have received poor grades are considered less capable and not ready to learn. On the contrary students with low self efficacy but have high achievement, stated that they saw their friend who had failed in previous learning and when the test occurred students were more likely to do it themselves without cheating on their friends, and doing it carefully. So that students also feel confident that are able to learn and also get support and encouragement from parents and teachers to be more excited to learn. Students who get good and maximum achievements can be a reference for other students to always try to do it themselves according to their abilities (Latipah, 2010).

In Febriani Handayani’s research entitled the relationship between self efficacy and student achievement of acceleration at Junior high School Surabaya with the results of the study Data obtained under achievement report cards grade students. Data analysis techniques used using Spearman rank correlation analysis with significance level 0.05. This research resulted in the correlation coefficient ($r = 0.657$) with $p = 0.000$ for significance value is less than the error rate ($p < 0.05$) then the hypothesis is accepted. This means that there is a relationship between self efficacy by accelerating student achievement. This study proves that students with self efficacy acceleration that they know they have completed the task difficulty level and believe their efforts in a variety of situations. Students acceleration with high self-efficacy believe they can improve the performance of the desired learning with peers who have the same intelligence. (Handayani, 2013).

In the research of Hadi Warsito at *FIP University Country of Surabaya*. Pursuant to result of this research, can be concluded that self-efficacy have significant correlation of causal with academic adjustment and academic of achievement of student on science faculty education of Country University of Surabaya. (Warsito, 2012). some of the results of the above studies are in accordance with the results of this study, namely that there is a significant relationship between self efficacy and student achievement.

CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

Self efficacy of sixth grade students in Elementary School Sidoarjo District was mostly had high self efficacy with 28 respondents. Learning achievement of sixth grade students in Elementary School Sidoarjo District was mostly e"75 satisfying as many as 52 respondents. There was a correlation between *self efficacy* Learning achievement of sixth grade students in Elementary School Sidoarjo District. This showed that the higher self efficacy that students had, the better achievement they got, and vice versa.

SUGGESTIONS

For respondents it should do preparing to be more confident in doing the tasks given by the teacher and be open or more active in doing activities at school. For those who have a lack of confidence and who are less active, they can do things that they really like to be more enthusiastic. Because it will help him to be more confident little by little.

Teachers are expected to give more attention to students who have lack motivation in learning, helping them to do lessons that they are indeed poorly understood, or by doing additional hours to study again. Parents are expected to know the problem faced by their child whether in school or in home, so parents can help in the learning process of their child and motivate them to be better in learning. The next researchers are expected to develop further about other factors related to learning achievements, namely parents' education, parents' attention. Therefore, it is possible to conduct research that reveals other factors to be used as variables related to learning achievement.

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