

THE ROLE OF SELF-EFFICACY ON STUDENT ACADEMIC ACHIEVEMENT

Chaniva Lailatul M.¹, Fadila Dian W.¹, Imtiyaz Nahdiyant E.¹, and Sarah Hasanah D. R.¹

¹ *Departement of Psychology, Faculty of Education, Universitas Negeri Surabaya, Surabaya, Indonesia*
chaniva.21015@mhs.unesa.ac.id ; fadila.21065@mhs.unesa.ac.id ; imtiyaz.21173@mhs.unesa.ac.id ;
sarah.21017@mhs.unesa.ac.id

Abstract: This research aims to determine the importance of self-efficacy for each individual to improve student academic achievement so that students can understand the importance of self-efficacy in developing their own abilities to achieve the maximum possible achievement. This research is motivated by various cases related to students who have low and high self-efficacy which affect academic performance. The research method uses a literature review with a qualitative approach. Data analysis was carried out descriptively qualitatively to find out how important the role of self-efficacy is in student learning achievement. The results of the literature review show that the components of self-efficacy consist of cognition, encouragement, compassion, and decision making in improving student academic achievement. Self-efficacy has the potential to increase the ability to attribute results to success in learning. Students who are considered to have high self-efficacy are able to complete assignments by believing that they are able to formulate plans, get answers quickly, and can solve the problems they face optimally. Conversely, if students do not adhere to the principle of self-efficacy it will be difficult to solve the problems they face. In this article, data was obtained showing that high self-efficacy plays an important role in achieving student academic achievement. Meanwhile, low self-efficacy will not achieve academic achievement.

Keywords: Self-efficacy, Academic Achievement, Student

1 INTRODUCTION

Education is one of a person's efforts to develop one's potential to achieve successful academic achievement (Hidayat, 2019). The success of a student's accomplishments is the success of the accomplishments that were attained by the student's efforts. (Laksmiati, 2014). So, the role of self-efficacy and intelligence plays a very important role in students' academic achievement. (Lidiawati, 2020) The learning achievements obtained by students are a form of embodiment of changes to more positive and maximum results from their learning outcomes. According to (Anggraeni, 2020) positive thoughts can support the formation of self-efficacy. Most students take part in activities outside of lectures with the aim of having various kinds of experiences in lecture activities or outside of lecture activities. However, not all students get maximum results in achieving success achievements. In fact, there are students who don't have the motivation to excel in both academic and non academic fields.

The high score obtained or given by the lecturer means that the student's academic achievement is high. Meanwhile, the low score obtained or given by the lecturer means that the student's academic achievement is low. The accomplishments made can be a good sign of a student's success in their learning because they show the change that has occurred as a result of their learning (Adiputra, 2015) According to Gustilawati et al., (2020) learning achievement is a person's mastery of certain knowledge or skills in a lecture field, which is obtained from the grades of assignments and tests given by the lecturer. In realizing academic achievement in students, good or high self-efficacy is needed because students who have high self-efficacy can have trust and confidence in the abilities that a person has in carrying out a desire or target in his life.

According to Tarumasely (2021) academic achievement is the achievement of a student's results in obtaining academic achievement. The intended academic achievement can be in the form of a cumulative grade point index (GPA), completion of assignments and examinations conducted by students who have high efficacy. According to Rachmah (2013) self-efficacy itself is a belief that someone has about the abilities that someone has. According to (Sidik, 2021) empirical studies show that self-efficacy is a determining factor in the academic achievement achieved by

a student. In addition, self-efficacy is a cognitive element in the form of expectations or expectations of how much the person is able to manifest behavior in certain situations and conditions. According to Bandura (in Oktariani, 2018) self-efficacy is a person's evaluation of his own ability to display certain behaviors in achieving a goal. Bandura also stated that self-efficacy is multidimensional, which means that it is domain-specific or context-dependent, namely a high sense of efficacy in a particular domain. For this reason, students need to instill a belief in themselves that they are able to achieve it (Utami, 2020). In achieving success in academic achievement can be influenced by various factors, both internal factors and external factors.

Internal factors are factors that come from oneself, for example will, desire, belief, and belief in one's own abilities in achieving a goal and in dealing with various things in a particular condition or situation. Meanwhile, external factors come from outside themselves, for example a friendship environment that leads to positive things, such as supporting academic achievement. Then in fulfilling the demands of the assignments and exams given by the lecturer, it can support the achievement of student academic achievement.

Therefore, it is expected that someone has high self-efficacy in order to cognitively motivate individuals to do something well and purposefully, especially if the goals achieved are clear goals. Self-efficacy is a person's belief in their tenacity in overcoming various kinds of problems (Handayani, 2021). Every student has a different environment and background so that this can influence personality and the formation of self-confidence and the way one interacts with others. The existence of self-confidence will form the student's confidence and self-confidence in interacting with the learning environment. Self-confidence will shape students in highlighting their abilities to the environment.

Thus, students who have high self-efficacy will certainly have self-confidence in understanding academic learning, solving academic problems, and students who have high self-efficacy will be able to complete complex tasks. This research is motivated by various cases related to students who have low and high self-efficacy which affects academic achievement. The issue with Indonesian education today is the level of instruction, as seen by students' accomplishments and learning outcomes (Sari & Mariah, 2017). Meanwhile, students who have low self-efficacy certainly have low self-confidence in understanding academic learning, cannot solve academic problems, and students who have low self-efficacy will have difficulty completing complex tasks. Research (Saraswati, 2017) shows that self-efficacy, self-regulation in learning and academic achievement have a positive relationship. Study Astika et al (2018) student's success in achieving maximum achievement depends on self-confidence (self-efficacy) that he is able to do so and his self-worth or significance (self-esteem) in the learning environment which will later build motivation to achieve maximum achievement. Academic self efficacy has a significant influence on academic adjustment, students who have clear study goals, have motivation to study using online methods, are satisfied with the achievements obtained (Safira, 2022).

2 MATERIALS AND METHODS

This article uses the literature study method as a technique for collecting data. Sources of data were obtained from journals, books, and other sources related to student self-efficacy in achieving academic achievement. The data analyzed were from various references that were relevant to the observed symptoms, namely on student subjects who had high and low self-efficacy in influencing academic achievement. The data collected was analyzed descriptively qualitative so that it can be described the importance of the contribution of self-efficacy to students who have high academic achievement. Data analysis was carried out qualitatively using the Miles & Huberman (1994) model. Data is collected by looking for related references, which can then be studied in advance according to the needs of the author. Then, the data that has been obtained is developed in the form of new knowledge and insights by quoting from several experts and previous research and then rewriting them in this article.

According to Miles and Huberman (in Sugiyono, 2008), there are three stages in analyzing data, including 1) Data reduction includes summarizing activities, identifying important components, and emphasizing key points. Condensed data will contribute to a more concrete description and make it easier for the writer to have additional materials according to needs. 2) Presentation of data will be carried out after the data is reduced. The most common method of presenting data in qualitative writing is the narrative process. Data are presented by grouping them into sub-chapters for each chapter. 3) Drawing conclusions is the final stage in a series of qualitative data analysis steps. The conclusion can be in the form of finding a description of an object that was previously ambiguous to become clear as a result of the process that has been carried out before.

3 RESULTS & DISCUSSIONS

Self-Efficacy

Self-Efficacy is a component of self-knowledge or self-knowledge that most significantly influences one's daily life. Self-efficacy is also a person's feelings, way of thinking, self-motivation, and desire to have something (Siregar, 2017). This is because a person's level of self-efficacy influences the activities they carry out to achieve their goals, including how they explain various problems or situations they may face. Although the notion of self-esteem and self-efficacy are extremely similar, self-esteem refers to a person's emotional assessment of their own worth (Yokoyama, 2019). According to Bandura, "self-efficacy" refers to one's perception of one's perceived ability to deal with certain situations, which is related to assessing one's ability to perform actions related to a particular task or situation that one experiences. Self-efficacy can affect one's feelings, thoughts, and internal motivation. Bandura's social-cognitive theory which argues that self-influence has a significant impact on behavior, including self-efficacy as a key component. According to (Orpina, 2019) students who have good self-efficacy can produce and test various alternative actions. It has been shown in many meta-analyses of findings related to several areas of functioning, achieved both in laboratory and natural conditions, that self-confidence is an important human resource (Ahmad & Safaria, 2013). Schunk (1981) self-efficacy beliefs also help determine the extent of effort people put into an activity, how long they will persist when facing obstacles, and how tenacious they will be in facing unsuitable situations (dalam Ashari et al., 2019).

Self-efficacy consists of four components: cognition, drive, affect, and decision making. Self-efficacy in passing learning activities is related to the ability to overcome obstacles in the learning process that arise from the learning objectives that have been achieved. It can be said that a person is able to learn if he has a tendency to succeed, and vice versa.

According to Bandura (in Oktariani, 2018), this self-efficacy has three dimensions, namely:

- a) Level/size: This level dimension relates to how challenging the job is. The degree of complexity of the task that people think they can handle is described by this dimension.
- b) Strength: is a factor related to how well we assess one's individual skills. The level of personal trust is described by this dimension.
- c) Generality: According to the generality dimension, a person's self-efficacy is not limited to certain circumstances.

This means that these three dimensions can have a significant influence on academic adjustment (Safira, 2021). People with high self-efficacy tend to be calm when working on projects, are aware of their own talents, and are able to use adversity as motivation rather than innovative problem solving. According to Heslin and Klehe (in Al-Abyadh & Abdel Azeem, 2022) due to their cognitive capacities, students with a high feeling of self-efficacy will be able to focus intently, organize, and elaborate on material successfully. According to Bandura's social cognitive theory, self-efficacy beliefs influence individual choices in making and carrying out the actions they want to achieve (Damri, 2017). Other traits of people with high self-efficacy include belief in one's ability to manage any challenges and situations that arise. Self-efficacy can help a person to make the best of his potential. Achievement, for example, may be influenced by a person's sense of self-worth (Anisa et al., 2020).

Academic achievement

To see someone's achievement in the learning process needs to be evaluated; the purpose of this evaluation is to see student achievement after the teaching and learning process is running. The intellectual abilities of students greatly influence their success in achieving optimal learning outcomes. Academic success is measured by the grades or numbers that students obtain during their time in school or college (Chairiyati, 2013). In essence, student achievement is a representation of learning effort (Indirwan et al., 2021). The success of students in achieving academic success will be greatly influenced by their intellectual capacity. Because learning activities are a process and the end result of the teaching and learning process, learning outcomes and learning activities cannot be separated. The results of evaluating a process—usually expressed in quantitative form and produced specifically for the evaluation process, such as grades on report cards—is learning success.

The three components of learning success are cognitive, emotional, and psychomotor. Learning success is the final result achieved by a student at school, at work, and in the scientific field. Learning achievement is a representation of how well students have mastered the skills that have been assigned to them for a particular lesson. Knowledge, abilities, and student behavior will all be formed and developed during the learning process. According to Schwan (in Hamdi & Abadi, 2014) learning achievement is a collection of students who are involved in the learning process and represent

various academic skills, including reading, writing, and mathematics abilities, in the form of grades given by instructors.

According to Slamento and Ngalim Purwanto (in Oktariani, 2018) both stated that there were internal and external factors that affected student performance.

- a) Internal Factors: Factors that are inherent in a person and can affect learning outcomes. Internal factors consist of:
- b) Psychological Factors (Intuition, Motivation, Talents, and Interests) Every student, both students and students, is thought to have a unique psychological condition so that learning outcomes are difficult to assimilate.
- c) External Factors:
 - Family Factors: Children learn and first get education in the family environment, especially from their father and mother.
 - Aspects of the school environment. Nearly a third of a child's daily life is spent at school, so school has an impact on their academic progress.
 - Local considerations A student's achievement will be influenced by environmental influences in society.

The Role of Self-Efficacy on Academic Achievement

In everyday life, self-efficacy is very important. If self-efficacy exists, a person can make the most of his potential. Achievement is one area of life where self-efficacy has an impact. According to Bandura and other research findings, self-efficacy has a significant effect on students' success in mathematics and writing. Self-efficacy, also known as self-confidence, is the belief that one's behavior can be changed in order to achieve one's goals. The self-efficacy of pupils can help them achieve more both academically and outside of the classroom (Rizkiana, 2017). When faced with challenging circumstances, a person with high self-efficacy will work harder and be more active to conquer all the obstacles in his path. Accepting a job his academics will seriously evaluate his own level of efficacy. In essence, every human being has confidence but has a different level of self-confidence (Rahayu, 2019).

Students' self-efficacy will then increase as a result of their ability to attribute their success in learning to their own skills. Numerous studies have demonstrated that students who have a higher feeling of self-efficacy will accomplish superior academic achievement regardless of age, gender, domain, discipline, and nation (Loo & Choy, 2013). A number of other factors, such as master achievement experiences, vicarious experiences of others, verbal persuasion, and physiology. conditions, all have an impact on one's sense of self-efficacy. Compared to students who have the same talent but do not believe in their self-efficacy, they tend to be better able to formulate plans, able to find answers faster, prefer to keep trying to solve difficulties or obstacles that they have not overcome, and do it more optimally.

Student learning outcomes and self-efficacy are closely related. If a student has low self-efficacy, he may believe that he cannot actually complete the task given by the teacher. If this happens, it will indirectly damage the psychological condition of these students and their ability to learn at school. Self-confidence, optimism and motivation are just a few of the factors that can help students succeed in their academic endeavours. Self-efficacy, however, also contributes to student success in the classroom. It is expected that students with a high level of self-efficacy will be able to achieve their educational goals to the fullest, which will lead to increased learning achievement. As a result, these students no longer have low expectations for their ability to learn. Students with good self-confidence will always believe in the actions they take, have free will regarding their actions, and still have full responsibility for their actions so that they are able to encourage students to make their learning process easier (Aprillianti & Kusuma Dewi, 2022).

4 CONCLUSIONS

Based on the research results, it can be concluded that there are components of self-efficacy: cognition, encouragement, affection, and decision making. A person's level of self-efficacy can affect the activities they carry out to achieve their goals, including how they describe the problems and situations they face. Self-efficacy in learning activities is related to the ability to overcome obstacles in the process that arise in the learning process itself. Self-efficacy has the potential to increase as a result of the ability to attribute success to learning. Students who are considered to have high self-efficacy are able to complete assignments by believing that they are able to formulate plans, get answers quickly, can solve problems they face to the fullest. Conversely, if students do not adhere to the principle of self-efficacy it will be difficult to solve the problems they face. Therefore why students are expected to have a high level of self-efficacy because self-efficacy is an important indicator in the process of achieving maximum educational goals and can obtain increased learning achievement.

REFERENCE

- Adiputra, S. (2015). Keterkaitan Self Efficacy dan Self Esteem terhadap Prestasi Belajar Mahasiswa. *Jurnal Fokus Konseling*, 1(2), 151–161. <http://ejournal.stkipmpringsewu-lpg.ac.id/index.php/fokus>
- Ahmad, A., & Safaria, T. (2013). Effects of self-efficacy on students' academic performance. *Journal of Educational, Health and Community Psychology*, 2(1), 22–29. https://www.researchgate.net/publication/263162945_Effects_of_Self-Efficacy_on_Students'_Academic_Performance
- Al-Abyadh, M. H. A., & Abdel Azeem, H. A. H. (2022). Academic Achievement: Influences of University Students' Self-Management and Perceived Self-Efficacy. *Journal of Intelligence*, 10(3), 1–18. <https://doi.org/10.3390/jintelligence10030055>
- Anisa, A., Magfirah, N., & Thahir, R. (2020). Peranan self efficacy dan self regulated learning terhadap prestasi akademik mahasiswa. *BIODIK: Jurnal Ilmiah Pendidikan Biologi*, 7(2), 63–70. <https://doi.org/10.22437/bio.v7i2.12824>
- Anggraeni, A. S. D., Ismail, W., & Damayanti, E. (2020). The Effect of Self-Efficacy through Positive Thinking Ability on Student Achievement. *Jurnal Psibernetika*, 13(2), 105–112. <https://doi.org/10.30813/psibernetika>
- Aprillianti, S. W., & Kusuma Dewi, D. (2022). Hubungan antara Self-Efficacy dengan Prestasi Belajar Siswa di SMA X. *Jurnal Psikologi Teori Dan Terapan*, 13(2), 195–213. <https://doi.org/10.26740/jptt.v13n2.p195-213>
- Ashari, S., Asmara, E. N., & Supardi, S. (2019). Self Esteem, Self Efficacy Dan Prestasi Akademik Mahasiswa Akuntansi: Studi Pada Kelas Pengauditan. *JIAFE (Jurnal Ilmiah Akuntansi Fakultas Ekonomi)*, 5(1), 23–40. <https://doi.org/10.34204/jiafe.v5i1.1236>
- Astika, I. W. M., Suwindra, I. N. P., & Mardana, I. B. P. (2018). Hubungan Self-Efficacy Dan Self-Esteem Dengan Prestasi Belajar Fisika Siswa Di Kelas X Mipa Sma Negeri. *Jppf*, 8(2), 2599–2554.
- Chairiyati, L. R. (2013). *Hubungan anatar Self-Efficacy Akademik dan Konsep Diri Akademi dengan Prestasi Akademik*. 4, 1125–1133.
- Damri, D., Engkizar, E., & Anwar, F. (2017). Hubungan Self-Efficacy Dan Prokrastinasi Akademik Mahasiswa Dalam Menyelesaikan Tugas Perkuliahan. *JURNAL EDUKASI: Jurnal Bimbingan Konseling*, 3(1), 74. <https://doi.org/10.22373/je.v3i1.1415>
- Gita Safira, & Temi Damayanti D. (2022). Pengaruh Academic Self Efficacy terhadap Penyesuaian Akademik Mahasiswa pada Pembelajaran Jarak Jauh. *Jurnal Riset Psikologi*, 1(2), 109–118. <https://doi.org/10.29313/jrp.v1i2.462>
- Gustilawati, B., Utami, D., Supriyati, & Farich, A. (2020). Tingkat kecanduan smartphone dan self efficacy dengan prestasi belajar mahasiswa fakultas kedokteran universitas malahayati. *Jurnal Ilmiah Kesehatan Sandi Husada*, 9(1), 109–115. <https://doi.org/10.35816/jiskh.v10i2.230>
- Handayani, S., & Sholikhah, N. (2021). Pengaruh Antara Self Efficacy Dan Self Regulated Learning Terhadap Prestasi Belajar Mahasiswa Selama Pembelajaran Daring. *Edukatif: Jurnal Ilmu Pendidikan*, 3(4), 1373–1382. <https://edukatif.org/index.php/edukatif/article/view/553>
- Hamdi, S., & Abadi, A. (n.d.). *Pengaruh motivasi, self efficacy dan latar belakang pendidikan terhadap prestasi matematika mahasiswa pgsd stkip-h dan pgmi iaih*. <https://doi.org/10.21831/jrpm.v1i1.2666>
- Hidayat, A., & Perdana, F. J. (2019). Pengaruh Self-Efficacy dan Self-Esteem Terhadap Prestasi Belajar Mahasiswa Pada Sekolah Tinggi Ilmu Kesehatan Cirebon. *Syntax Literate; Jurnal Ilmiah Indonesia*, 4(12), 1. <https://doi.org/10.36418/syntax-literate.v4i12.824>
- Indirwan, I., Suarni, W., & Priyatmo, D. (2021). Pentingnya Self-Efficacy terhadap Prestasi Belajar Matematika. *Jurnal Sublimapsi*, 2(1), 61–70. <https://doi.org/10.36709/sublimapsi.v2i1.13055>
- Laksmiati, H. (2014). Hubungan antara Self Efficacy dan Self Regulated Learning dengan Prestasi Akademik Matematika Siswa SMAN 2 Bangkalan. *Character*, 3(2), 1–7.
- Lidiawati, K. R., Sinaga, N., & Rebecca, I. (2021). Peranan Self-efficacy dan Intelegensi terhadap Prestasi Belajar pada Mahasiswa. *Jurnal Psikologi Udayana*, 7(2), 110. <https://doi.org/10.24843/jpu.2020.v07.i02.p10>

- Loo, C. W., & Choy, J. L. F. (2013). Sources of Self-Efficacy Influencing Academic Performance of Engineering Students. *American Journal of Educational Research*, 1(3), 86–92. <https://doi.org/10.12691/education-1-3-4>
- Miles, M., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (Vol. 19). Sage Publications.
- Oktariani. (2018). Peranan self efficacy dalam meningkatkan prestasi belajar siswa. *Kognisi Jurnal*, 3(1), 45–54. <https://doi.org/http://dx.doi.org/10.22303/kognisi.3.1.2018.41-50>
- Orpina, S., & Prahara, S. A. (2019). Self-Efficacy dan Burnout Akademik pada Mahasiswa yang Bekerja. *Indonesian Journal of Educational Counseling*, 3(2), 119–130. <https://doi.org/10.30653/001.201932.93>
- Rachmah, D. N. (2013). Hubungan self efficacy, coping stress dan prestasi akademik. *Jurnal Ecopsy*, 1(1), 7–14. <https://doi.org/10.20527/ecopsy.v1i1.477>
- Rahayu, F. (2019). Efektivitas Self Efficacy Dalam Mengoptimalkan Kecerdasan Prestasi Belajar Peserta Didik. *Jurnal Consilia*, 2(2), 119–129. https://ejournal.unib.ac.id/index.php/j_consilia
- Rizkiana, A. (2017). Pengaruh Self Efficacy terhadap Hasil Belajar Mahasiswa Berprestasi (MAWAPRES) STIKIP PGRI Bangkalan. *Nursing Management (Harrow, London, England : 1994)*, 7(3), 117–122. <http://ejournal.stkipmpringsewu-lpg.ac.id/index.php/fokus>
- Safira, G. (2022). Pengaruh Academic Self Efficacy terhadap Penyesuaian Akademik Mahasiswa pada Pembelajaran Jarak Jauh. *Jurnal Riset Psikologi*, 1(2), 109–118. <https://doi.org/10.29313/jrp.v1i2.462>
- Saraswati, P. (2017). Strategi Self Regulated Learning dan Prokrastinasi Akademik terhadap Prestasi Akademik. *Intuisi : Jurnal Psikologi Ilmiah*, 9(3), 210–223.
- Sari, A. S., & Mariah, S. (2017). Kontribusi Self-Efficacy Terhadap Prestasi Akademik Mahasiswa Pkk Ust. *Taman Vokasi*, 2(2), 136–142. <https://doi.org/10.30738/jtvok.v5i2.2471>
- Sidik, R., & Gandi, M. Y. (2021). prestasi akademik; concept; self-efficacy. *Jurnal Pendidikan Indonesia (Japendi)*, 2(7), 1219–1232.
- Sihaloho, L. (2018). Pengaruh Efikasi Diri (Self Efficacy) Terhadap Hasil Belajar Ekonomi Siswa Kelas Xi Ips Sma Negeri Se-Kota Bandung. *JINoP (Jurnal Inovasi Pembelajaran)*, 4(1), 62. <https://doi.org/10.22219/jinop.v4i1.5671>
- Siregar, Y. A., & Sukatno, S. (2017). Hubungan Self-Efficacy Dan Sikap Positif Terhadap Prestasi Akademik Siswa Smk Negeri 1 Sipirok. *MES: Journal of Mathematics Education and Science*, 3(1), 22–29. <https://doi.org/10.30743/mes.v3i1.216>
- Sugiyono. (2008). *Metode Penelitian Kuantitatif Kualitatif*. ALFABETA. <http://www.penerbitsalemba.com>
- Tarumasely, Y. (2021). Pengaruh self regulated learning dan self efficacy terhadap prestasi akademik mahasiswa. *JPE (Jurnal Pendidikan Edutama)*, 8(1), 71–80. <https://doi.org/https://doi.org/10.31004/edukatif.v3i4.553>
- Utami, S., Rufaidah, A., & Nisa, A. (2020). Kontribusi Self-Efficacy Terhadap Stres Akademik Mahasiswa Selama Pandemi Covid-19 Periode April-Mei 2020. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 4(1), 20–27. <https://doi.org/10.26539/teraputik.41294>
- Yokoyama, S. (2019). Academic Self-Efficacy and Academic Performance in Online Learning: A Mini Review. *Frontiers in Psychology*, 9(JAN), 1–4. <https://doi.org/10.3389/fpsyg.2018.02794>