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**THE RELATIONSHIP BETWEEN SELF- EFFICACY AND ACADEMIC
ACHIEVEMENT**

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ABSTRACT

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This research is motivated by the emergence of the phenomenon of students experiencing a decline in grades. Academic achievement is a skill and ability as an achievement which is considered as a measure of student success. One of the factors that influence academic achievement is self-efficacy. To determine the relationship between self-efficacy and student achievement. Using quantitative research methods with a population of 152 students. Researchers used non-probability sampling technique with incidental sampling technique, obtained 58 samples. Data collection in this study used a scale (questionnaire/questionnaire) via google form using a Likert scale and documentation method in the form of IPS scores (Semester Achievement Index) to measure student achievement. The data analysis technique used Spearman Rho correlation test with SPSS 25.0 program. The results of this study indicate that there is no relationship between self-efficacy and student achievement. This research can be useful as scientific information about the development of educational psychology, especially regarding self-efficacy and academic achievement. The limited number of samples who are willing to become respondents, as a consideration for further researchers to further deepen by using Academic Achievement with different variables.

Keyword: Self-Efficacy, Academic Achievement

1. INTRODUCTION

The adjustment of education policies during this pandemic has an impact on policies in all universities in Indonesia by implementing online learning (on the network). The online learning model can also be combined with Blended Learning which is a learning theory that combines face-to-face learning with an e-learning system. [1] Learning is an effort made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. [2] Evaluation in the online lecture process can be carried out through active students when discussing, submitting opinions submitted by students, their way of thinking in compiling papers, delivery methods during presentations, or making answers to several questions asked by lecturers about the subject matter. [3] The progress of student learning or the progress of the teaching and learning process can be known by looking at the results of the learning outcomes test called learning achievement or in higher education it is better known as academic achievement. [4] Achievement is an activity that has been done, created either individually or in groups. Regarding learning, academic achievement as an assessment achieved in certain subjects or subjects, the assessment is an activity in determining the level of academic achievement itself. [5] Academic achievement shows a person's level of success in mastering learning tasks after studying for a certain time. Some experts generally classify it into two factors, namely factors that come from within the student and from outside the student. Internal factors are divided into physical and psychological factors. Physical factors include: general health, state of certain physiological functions, while psychological factors include: self-efficacy, motivation, attitudes, talents, intelligence, and interests. [5] Academic achievement is a term that is difficult to define adequately because the term is formless and encompasses many things. However, academic achievement certainly involves a lot of different competencies and creativity. [6] Academic achievement is the mastery of knowledge or creativity developed by subjects or courses, usually evidenced by test scores or scores. [7] Learning achievement has a function that is not only to find out how far the progress of students after completing activities, but more importantly as a tool to motivate each student to study harder, both individually and in groups. [8] Academic achievement, It is not only achieved by individuals who have confidence that they can do this and are confident in their abilities. However, the individual must be able to regulate himself in learning so that the individual is more confident in the abilities that the individual has. [9] Students who have been accepted into tertiary institutions are considered to meet the requirements and have fairly good abilities, so they are expected to complete their education on time. In fact, students are often unable to show their academic achievements optimally according to their potential. One of them is that they often feel low self-esteem and are not sure they will be able to complete the tasks assigned to them or known as self-efficacy. [5] Self-efficacy is the belief that "I can" helplessness is the belief that "I can't". [10] Student self- efficacy determines the efforts made and student endurance in defending themselves against the challenges and obstacles of assignments in lectures. Students who have high

self-efficacy are those who are able to exert all their abilities to achieve the desired goals. Meanwhile, students who have low self-efficacy are those who tend to avoid academic- related activities when obstacles arise. [11] Low self-efficacy can lead to increased worry (anxiety) and a tendency to avoidance. Self-efficacy is basically the result of cognitive processes in the form of decisions, beliefs, or expectations about the extent to which an individual is able to estimate the abilities possessed in carrying out certain tasks to achieve the desired results. Individuals can be said to already have confidence in their abilities if they are active in doing certain things and are always optimistic in them even though the results are not always high, and vice versa if the individual doubts his own abilities, the individual tends

to be lazy and give up easily when find it difficult to do certain tasks. [12]

Self-efficacy is often considered as something that arises as a result of something that the individual knows about himself and his surroundings and the individual is able to assess and evaluate the situation continuously. [13] When self-efficacy is in a high category, individuals will feel confident because they can make certain responses to get reinforcement. A student who has high self-efficacy will increase the use of cognitive and teaching-learning process strategies. [14] However, in contrast to when self-efficacy is low, individuals will easily feel anxiety because they feel they do not have the ability to respond to something. [15]

From the data obtained from the Academic Administration Agency of University X, it is stated that of all the majors in the Faculty of Engineering in each batch starting from the 2017 2018, and 2019 classes, they got varied learning outcomes, namely finding that the 2018 class at the Faculty of Engineering obtained the most students. Many experienced a decline in the Semester Work Achievement Index which has been compared from the Semester Achievement Index for even semesters to odd semesters and comparisons with 2017 & class 2019. This fact is very interesting to study further because there are factors that definitely affect variations in academic achievement other than the provision of subject matter. With the same learning participation rights, the same teaching materials, and the same teachers, it turns out that there are variations in achievement.

2. METHODS

This study uses a quantitative approach. The independent variable in this study is self-efficacy, and the dependent variable in this study is academic achievement. Self-efficacy is revealed by a self-efficacy scale, namely level, strength, and generality. [5] Meanwhile, student academic achievement data was obtained from the semester learning achievement index scores obtained by students during the study period. The population in this study amounted to 152 students. The sampling technique in this research is non-probability sampling. The sampling technique used in this research is incidental sampling technique. The data collection in this study used two methods, namely the scale method (questionnaire/questionnaire) using the self-efficacy scale and the documentation method using the student's semester learning achievement index value. The calculation of the questionnaire on the self-efficacy scale in this study used a Likert scale. The validity of the measurement scale used in this study was obtained through content validity (logic). The type

of reliability used in this study is the Cronbach Alpha test. The normality test in this study used the Kolmogorov-Smirnov test. Hypothesis testing in this study used Spearman Rho correlation analysis. Spearman Rho correlation analysis was performed with the help of SPSS version 25.0 for Windows. The normality test in this study used the Kolmogorov-Smirnov test. Hypothesis testing in this study used Spearman Rho correlation analysis. Spearman Rho correlation analysis was performed with the help of SPSS version 25.0 for Windows. The normality test in this study used the Kolmogorov-Smirnov test. Hypothesis testing in this study used Spearman Rho correlation analysis. Spearman Rho correlation analysis was performed with the help of SPSS version 25.0 for Windows.

3. DISCUSSION

This study was conducted to test whether there is a relationship between self-efficacy and academic achievement in University X students. Based on the exposure of research results and analysis results using the Spearman Rho correlation, the research hypothesis states that there is no relationship between

self-efficacy and academic achievement in 2018 University X Engineering Faculty students seen from the coefficient correlation was obtained $r = 0.004$ with a significance level of 0.974 ($p > 0.05$). So it can be interpreted that there is no significant relationship between self-efficacy and academic achievement positively. Academic self-efficacy has a relationship with academic achievement. This is because students who have academic self-efficacy can have self-confidence and a positive attitude in learning so that they can improve their academic achievement and these students also think more about their future. [17] The absence of a relationship between these two variables is possible because it is caused by the influence of other factors on learning achievement. It is strengthened by the score of the effective contribution of the academic self-efficacy variable on learning achievement which is very small, which is only at 4%. This means that self-efficacy only contributes 4% to student academic achievement, and the other 99% is caused by other factors. In addition to self-efficacy, there are other factors that influence learning achievement including intelligence, interests, talents, anxiety, emotional maturity, and self-adjustment. [18] Factors that affect student achievement are classified into two major groups. These factors are internal factors and also external factors. External factors are factors that exist outside the individual, which include family, school, and community factors. Internal factors are factors that exist in individuals who are studying, which include physical health, disability, intelligence, attention, interests, talents, learning motivation, readiness, student attitudes and fatigue. Most likely these other factors that affect student achievement scores. Inappropriate or ineffective learning environment, motivation, cognition and learning strategies can also result in low academic achievement.

4. CONCLUSION

Based on the exposure of the research results and the results of the analysis using the Spearman Rho correlation, there is no relationship between self-efficacy and learning achievement in students of the Faculty of Engineering, University X in 2018 which is seen from the correlation coefficient obtained $R = 0.004$ with a significance level of 0.974 ($P > 0.05$).

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