



The Effect of Self-Efficacy on Gpa of Undergraduate Program Students in Maluku

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Abstract:

Self-efficacy can help a person to master the situation and create positive results. Self-efficacy has a strong influence on behavior. This study aims to see that the effect of self-efficacy on student achievement is seen from the student's GPA. Students who have high self-efficacy will have high learning achievement and vice versa. The research method used in this study is a quantitative research method. The population in this study were students of the Guidance and Counseling Study Program, FKIP University of Pattimura, batch 2021. The self-efficacy measuring instrument is divided into three domains, namely, magnitude level, generality, and strength. The majority of respondents in this study were female, as many as 40 people out of 44 respondents. The age range of the respondents in this study was 18 to 25 years. Based on the results of hypothesis testing, it is found that the relationship between self-efficacy and GPA is by using the correlation number between the two variables, the correlation number is .313 with a significance level of .000. This means that there is a significant relationship between self-efficacy and GPA.

Keywords: self-efficacy, learning achievement, and grade point average

INTRODUCTION

According to Dimiyanti (1999) there are factors that influence the success of achievement, namely internal and external factors. Internal factors are factors that come from within, including student learning attitudes, learning motivation, learning consistency, managing learning materials, storing learning outcomes, student self-confidence, and student goals. While external factors are factors that come from outside the students themselves. Some of the things that are included in the external factors are teacher and student interactions, learning methods, learning media, family atmosphere, socio-economic conditions of the

family, ways of educating, and playmates. Both of these factors are important factors that must be owned by students in order to be successful in learning, but the most important is the internal factor because if students already have strong internal factors, then even when there is no support from outside, the student can still spur himself to work face all the obstacles of life. One of the important internal factors owned by each individual is self-confidence in the ability or potential in oneself (Nilsen, 2009). Basically, every human being has confidence in himself in his ability to take an action, when faced with a situation so that he can get the expected results, which is called self-efficacy (Bandura, 1986). Self-efficacy has an effect on goal orientation which indirectly affects one's learning achievement (Sembiring, 2006).

In Bandura's learning model, the person factor plays an important role. The person factor that Bandura emphasizes (in Meece, Pintrich & Schunk, 2002) is self-efficacy, namely the belief that one can master the situation and create positive results. Bandura said that self-efficacy has a strong influence on behavior. Bandura (1997) also explains that self-efficacy is a person's assessment of their own abilities, where this assessment can affect performance and the factors that also affect their assessment. Self-efficacy factors play an important role in learning achievement because self-efficacy determines the behavior chosen by individuals towards certain activities and tasks, determines the amount of effort expended in carrying out a task or activity, as well as emotional reactions (stress and depression) in anticipating a situation, as well as individual mindset (optimistic/pessimistic) when solving problems in the learning process. Similarly, according to Wood and Locke (1987) who found that self-efficacy did affect student learning achievement. Rizvi (1997) revealed that individuals with high self-efficacy are more able to actualize themselves optimally compared to people who have low self-efficacy.

Based on this description, it can be concluded that students who have high self-efficacy will have high learning achievement and vice versa. This is also reinforced by research conducted by Warsito (2004) and Agung (2007) which shows that there is a significant positive causal relationship between self-efficacy and learning achievement. However, in another study conducted by Vita (2002), there was no significant positive causal relationship between self-efficacy and learning achievement. The differences in the results of these studies are interesting to be studied further to see the relationship between self-efficacy and learning achievement.

In addition to the self-efficacy factor, as previously mentioned, outcome-expectancy as part of the motivational process also plays an important role in influencing student achievement. According to Bandura (1986), outcome-expectancy is not a behavior but a belief about the consequences that are received after the individual performs a certain action. Outcome-expectancy according to Bandura (in Woolfolk, 1990) can be interpreted as a person's belief about the results he will get if he carries out a certain behavior, namely behavior that shows a successful task. Individuals themselves will predict that their success in certain tasks will bring about a reward that they will receive.

The combination of self-efficacy and outcome-expectancy has an individual psychosocial and emotional impact which can then predict human behavior and feelings. In this study, the behavior in question is the student's academic performance which can be measured based on the student's GPA. Therefore, researchers are interested in studying further about self-efficacy in relation to GPA. Considering that self-efficacy affects learning achievement, the researcher suspects that individuals who have high self-efficacy will show academic performance and learning achievement, in this study, namely a high GPA.

RESEARCH METHOD

Research Design

The research method used in this study is a quantitative research method. Non-experimental research because there is no manipulation or control on the research variables

used (Kerlinger, 2000). The variables in this study cannot be manipulated because they are variables that already exist within the subject itself, namely self-efficacy. The purpose of this study was to determine the relationship between self-efficacy and student GPA. Based on the research objectives, this research is a correlational study.

Population and Sample

The population in this study were students of the Guidance and Counseling Study Program FKIP Pattimura University, Maluku, batch 2021. This batch was chosen with the consideration that students from batch 2021 had passed the initial semester and were in a transition period from adolescence to young or early adulthood, with an age range of 19-24. 21 years. By using a sampling technique, cluster sampling. This sampling technique is used if in the population there are groups that have their own characteristics (Arikunto, 2000).

Research Instruments

The measuring instrument used in this study is a questionnaire, with a Likert scale or often referred to as the method of summated ratings. This questionnaire is also a self-report or self-report about one's own knowledge and experience and personal beliefs.

The self-efficacy measuring instrument is divided into three domains, namely, magnitude level (perception in viewing the level of task difficulty), generality (belief in abilities in various situations), and strength (steadiness of belief in resilience in facing tasks). This questionnaire consists of 27 favorable questions and 8 unfavorable statements, so the total number of statements is 35 items. There are five variations of the answer choices used, namely very inappropriate, inappropriate, neutral, appropriate, and very appropriate.

Research Procedure

At the initial stage, the researcher conducted a literature study, including several theses, theses, and research journals that had been done before. After the measuring instrument was compiled by the researcher based on the dimensions of self-efficacy according to Bandura (1997), namely magnitude level, generality, and strength. After that the research began by testing the validity and reliability of the measuring instrument before being given to the subject. After that, take data on a predetermined sample.

Research Data Analysis Techniques

The validity method used for this measuring instrument is construct validity. The method used is internal consistency, namely by measuring the consistency of items by correlating the score of each item with the total score (corrected item-total correlation) because the total score on the test describes the construct (Anastasi & Urbina, 1997). The results of the Pearson correlation are compared with the r table. If the correlation coefficient of the items obtained is higher than the r table, it can be concluded that the items are valid or able to describe the construct to be measured. After trying out the measuring instrument for 50 Pattimura University students, it was obtained 1 item whose r-item total was lower than the r-table, namely item 9 with r-item-total of .239, while the r-table of .2546. Because the difference between r-item-total and r-table is not very significant, item 9 can be accepted, but the item must be revised. Calculation of reliability using Coefficient Cronbach Alpha. The higher the consistency or homogeneity of the items in this measuring instrument, the higher the reliability coefficient will be. The calculation results show the reliability coefficient of the self-efficacy measuring instrument is .921, which means that this measuring instrument has good consistency and is feasible to use.

Description of subject identity such as gender, age, and final GPA. Calculation using the frequency formula. Then a normality test was conducted, to see whether the positions of the mean, median, and mode in the distribution of scores from the self-efficacy measuring instrument obtained were in a position indicating that the distribution of scores was in the form of a normal or skewed distribution. After that, the hypothesis was tested, using simple linear

regression statistics. This analysis technique is used to measure the influence between the independent variable and the dependent variable (Sugiyono, 2011). This statistical method is used because this method can answer research problems to see the effect of self-efficacy on students' GPA gains.

RESULT AND DISCUSSION

Subject Characteristics

The majority of respondents in this study were female, as many as 40 people or 82.9% of the total 44 respondents. The age range of the respondents in this study was 18 to 25 years.

Mean Calculation

The average value (mean) of self-efficacy for the 2020 Guidance Counseling Study Program students is 116.09, with a standard deviation of 12,333. Meanwhile, the lowest score was 84 and the highest score was 148. While the average (mean) GPA of students in the Counseling Guidance Study Program class of 2020 was 3.0896, with a standard deviation of .39862. As for the lowest score is 2.30 and the highest score is 3.81.

Normality Test

Based on the table of normality test results, it can be seen that the p-value of self-efficacy is .959 and the GPA is .080 (greater than = .05), this indicates that the data is normally distributed.

Hypothesis Test

		GPA	Self-efficacy
<i>Pearson Correlation</i>	GPA	1.000	.313
	Self-efficacy	.313	1.000
<i>Sig. (1-tailed)</i>	GPA	.	.000
	Self-efficacy	.000	.

To answer the question whether there is a relationship between self-efficacy and GPA is to use the correlation number between the two variables, the correlation number is .313 with a significance level of .000. This means that there is a significant relationship between self-efficacy and GPA.

Based on hypothesis testing using statistical linear regression techniques, it was found that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Thus, the conclusion obtained from this study is that self-efficacy affects the Cumulative Achievement Index (GPA) of the 2020 Guidance Counseling Study Program students. The results of this study are also in line with Bandura's social cognitive theory which explains that cognitive factors include expectations or expectations of students. to achieve success as well as social factors that include student observations of the behavior of other people's achievements have an important role in learning. In the learning process, students who have self-efficacy will be more 'optimistic' and exert greater effort in completing college assignments and are not easily stressed and give up when facing difficult assignments. The performance shown by students during the lecture period certainly has an influence or impact on the final results of the learning process, namely in the form of a GPA.

Self-efficacy emphasizes more on personal factors where students have confidence and self-assessment of the limits of their abilities. Self-efficacy has a role in human behavior. Self-efficacy affects human functioning in four psychological processes, namely cognitive processes, motivational processes, affective processes, and selection processes. Every human behavior that will appear is governed by the mind of each individual. A person's self-efficacy will determine a scenario regarding a person's behavior in achieving goals. Individuals who have high self-efficacy will visualize scenarios that lead to positive things and can support the

performance that will be displayed. With thoughts about the future, a person motivates himself and directs his behavior. After this thought, he forms beliefs about what can be done, anticipates results and sets goals and behavioral plans to realize goals. Self-efficacy affects a person's affective process. A person's beliefs about their ability to cope with problems affect how much stress and depression they experience in difficult and threatening situations. Therefore, individuals who have high self-efficacy tend to set challenging goals and use good analytical thinking skills and are able to overcome the problems they face, so that they can produce good performance as well.

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