

# **THE EFFECT OF SELF-EFFICACY AND STUDENT MOTIVATION TOWARD THE STUDENT ACADEMIC ACHIEVEMENT IN HUMANITIES CLASS AT CIPUTRA JUNIOR HIGH SCHOOL SURABAYA**

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## **ABSTRACT**

*This research is conducted to looking for the effect of of self-efficacy and motivational study toward the student academic achievement in Humanities class at Ciputra Junior High School Surabaya.*

*This is a quantitative research that use path analysis method in their statistical calculation. The population of student that used in this research are 84 students which are the grade 8<sup>th</sup> student in Ciputra Junior High School in Surabaya. The number of sample used in this research are 68 students which randomly picked up by proportional stratified random sampling method. This research is using the Motivated Learning Strategies Questionnaire to test student self-efficacy and their motivation. Reliability of the instrument is calculated using the Alpha Cronbach's formula. All the data in this research is analysed by the SPSS 23 Software using double linear regression.*

*The result of this research shows that self-efficacy and motivation affect positively and significantly towards the student academic achievement in Humanities class at Ciputra Junior High School Surabaya. All of the hypotheses are accepted with the conclusion that self-efficacy affects positively and significantly towards the student academic achievement, self-efficacy affects positively and significantly towards the student study motivation, and the student motivation affects positively and significantly towards the student academic achievement.*

**Keywords:** Self-Efficacy, Student Motivation, Student Achieveme

## **INTRODUCTION**

As the founding father dream when they first build this country post the Dutch colonialism, the Indonesian's government has contributed so much thing to improve the education of their citizen. These noble objectives stated in the foundation of nation-building which is written in the Outline of the State Policy of the Republic of Indonesia. The Indonesian government put the idea of national education major in the Law on the National Education System 23 2003 Article 3 which describes the function and purpose of education. The National Education System was established to accommodate the aspirations of the nation with the aim of developing the potential of all students in Indonesia to be a man of faith, piety to God Almighty, have good

attitudes, physically and mentally healthy, knowledgeable, capable, independent, highly honor the democracy and be reflective towards the changes.

Education indeed become the most vital element of the country, especially in during the reign of Mr. Joko Widodo, the 7<sup>th</sup> President of Indonesia. His vision to change the current Indonesian people with his 'Mentality Revolution' of his own make Indonesian become more aware of the current education issue.

Based on 4<sup>th</sup> amendment of Indonesian's 1945 Constitution Article 31 paragraph (4) giving more clarity of the government education concern by giving at least 20% of the state budget to run the Education system in Indonesia (APBN News, 2015). In 2015's budget allocation, 408,5 trillion Rupiah's was allocated by the house of representative which sum up the total amount of 20.59% from the total of Government budget on that period. That figure is the highest amount of money allocated which channeled through the State budget and Local Government budget across the 34 province owned by the biggest archipelago country in the world (APBN News, 2015).

To this day, the role of education remains as a major influence in order to advancing the human capital of the country. The National Education System is always being renewed and experienced a dynamic change as different Education Minister may want the landscape of the education by his own term. We are now experiencing the education system after the Indonesian's Reformation era 1998 which push the children of Indonesia to study in 12 years program or better known as '*Wajib Belajar 12 Tahun*' project (Herdiyanti, 2011). Subsidies and many others policy has been used to help the Indonesian citizen to have decent education system.

Sekolah Ciputra Surabaya is an educational institution belong to Yayasan Ciputra Pendidikan. This school was firstly established by the property conglomerate Ir. Ciputra in 1996 above the land of Citraland in the West Surabaya region. Sekolah Ciputra Surabaya simply is an integrated International school that offers education from Early Childhood Development Program to the Diploma Program for the year 11-12 High School student. Sekolah Ciputra adopted the IB (International Baccalaureates Curriculum) and became the first school in East Java to implements this Curriculum.

Being part of the Ciputra Group, Sekolah Ciputra apply the 3 core company's values, which are Integrity, Professionalism, Entrepreneurship. Those values are being taught to the student in every educational process in the school. In addition to these three core values, Sekolah Ciputra also imparted 10 values of International Baccalaureates Learner Profile which contains 10 qualities that should be possessed by the learners, including: Inquirers, Knowledgeable, Thinkers, Communicator, Principled, Open-Minded, Caring, Risk Taker, Balanced and Reflective (International Baccalaureates Organization, 2014).

By having different curriculum, Sekolah Ciputra also has a different system of assessment to assess every individual which has different value and standard from the general school in Indonesia. Sekolah Ciputra assessment criteria is divided into 2 major classifications, which every lesson has different standard.

Humanities subjects is one of the major subjects in Middle Year Programme at Sekolah Ciputra. This lesson blends the Economics, Business, Geography, History, Sociology and Citizenship Education into one Humanities studies. Humanities is a branch of social studies and included to Individual and Societies faculty along with other social sciences. In Humanities subject, the students are being assessed using four criteria. Criteria assessed in Humanities subjects have the same portion in a thorough assessment so that students can reflect on their learning outcomes. Each Criterion rated by the scale of 1-8 which will be assessed from different ways and measured student's understanding on the other level.

Majority of the Sekolah Ciputra students came from financially strong family which able to fulfill their basic need more and beyond. The strong parental background force them to achieve higher result which expected by their parents (Setyaningrum, 2015). Family background

become one of the significant factors for the student motivation to achieve higher academic result. Those feeling create inner driven spirit that lead them to have *Self-Efficacy*.

This new, sophisticated and different curriculum owned by Sekolah Ciputra creates new phenomenon which make this school have different style in teaching their students. Which is why this research is felt necessary to test the condition towards this unique situation.

Therefore, this research will examine “**The Effect of Self-Efficacy and Student Motivation Toward the Student Academic Achievement in Humanities Subject at Ciputra Junior High School Surabaya.**”

## **LITELATURE REVIEWS**

### **The Student Achievement:**

One of success measurements in an education system is the student achievements level. By measuring the academic achievement, it will be the snapshot of student’s success on particular subjects. It could even represent a person's success in his overall learning experience. Learning is defined as a series of activities to obtain a change in behavior as a result of individual experience in interaction with the environment including the cognitive, affective and psychomotor aspect (Setyowati 2007). Meanwhile, learning system itself can be defined as an integral component of interrelated and interaction with the main goal of achieving an optimal results expected in accordance to the objectives determined beforehand.

A learning achievement is the results achieved by pupils after they receive the knowledge, both at school and outside of school. Another aspect to take a look from student achievement in schools will be their evidence attempt by student that gained experience in studying (Winkel, 1991:60). People do realize that nowadays the achievement of student can be measure by both quantitative and qualitative data. In both ways, test no longer be the only way to measure the student intelligence. Sekolah Ciputra applied the project-based assessment rather than conventional penciled-test examination. It is believed to be one of the most successful way as the student will be able to get the score as well as the teacher comments.

### **The Self-Efficacy Theory:**

Self-efficacy is one of the classic psychology theory developed by Albert Bandura in 1986. Bandura himself defined self-efficacy as perceptions about the ability of individuals to organize and implement actions to display certain skills (Bandura, 1986). On the other hand, self efficacy is defined as our feelings about the adequacy, efficiency and our ability to cope with life (Schultz, 1994).

Self-efficacy or commonly described as habitual beliefs can be acquired, upgraded, downgraded or changed using one or a combination of these four sources, including: performance accomplishment, vicarious experience, social persuasion and lastly emotional physiological states (Baron and Byrne 2000).

According to Bandura (1996), the high-low self-efficacy someone in the execution of each task will vary. It is caused by several factors that influence the ability of self-efficacy perception of each individual. Those factors are: gender, age, education level and experience.

### **Student Motivation:**

Motivation is a driving factor of humanity that can trigger a sense of spirit and also capable of changing human behavior or individuals to lead to better things for the benefit of himself (Hamalik 2004:173). Motivation also can be described as basic urges internal and external of an individual or so-called gift. Motivation is one of the processes for generating, maintaining, and controlling interests (Alderfer 1991).

Judging from the Maslow hierarchy of needs theory (Maslow, 1943), the motivation level tier is located in the need to develop the ability to have a better understanding of the achievement and creative thinking. Someone who has a high motivation can mean the person has reasonable

grounds to achieve anything he wants to do his job is now to the fullest. Therefore, motivation can be described as a mental boost that can drive and steer human behavior, including learning behavior (Dimiyati and Mudjiono, 2009:80).

Prayitno (1989: 10) stated that there are 2 classification of motivation owned by human being. The intrinsic motivation and the extrinsic motivation. Intrinsic motivation described as the desire for someone in the act that caused a boost factor from within the individual. An individual who is driven by intrinsic motivation will only be satisfied if the activities undertaken have achieved the maximum results (Gunarsa 2008:50). On the other hand, the extrinsic motivation is defined as is to do everything based on his own observations, or through advice, suggestion or encouragement from others.

Knowing the general understanding of learning that has been described above, motivation can be describes as the driving wheel in human beings, directing and maintaining behavior of doing things can also be applied to the learning process as well (Nashar 2004:39). Motivation has become big influence on learning process, if teachers are not able to increase the motivation of the students will not learn as well as possible, because there is no special attraction for him. It will result on students being reluctant to learn, students do not obtain satisfaction from that lesson. Several ways can be used to increase student learning motivation. It is caused by motivation is just a psychological process that reflects the attitude.

Thus, motivation to learn is a psychological condition that encourages students to learn in a pleasant conditions and earnestly. It is expected therefore that student learning is systematically be formed and students can conduct all its activities to the fullest (Suprijono 2009:163).

#### **Humanities Studies:**

Humanities subject is one of the core values that are taught in the International Baccalaureates curriculum which is a unique provision that is prepared to meet the social needs of students as members of the society. In Indonesian national curriculum this lesson is being called as Social Studies.

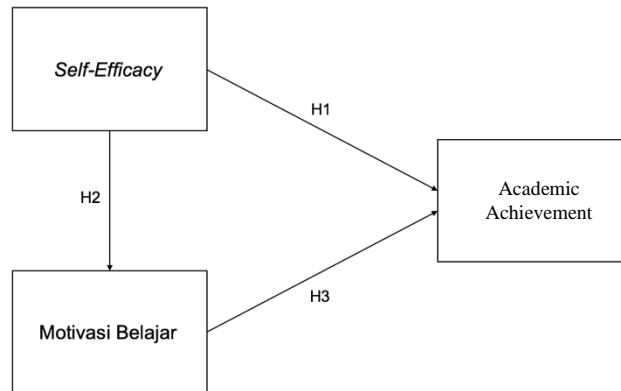
Social studies subject is a simplification of various discipline such as the social sciences, psychology, philosophy, ideology and religiosity, prepared and presented scientifically and psychologically for educational purposes (Sumantri 2001: 44). This social studies is a subject that combines the basic concepts of the various social science subject compiled into an educational and psychological approach and the feasibility and significance of the students as well as for life (Samlawi and Maftuh 1998: 1). The concepts being taught including basic concepts of social sciences such as geography, history, economics, civics, politics, sociology, anthropology, and psychology.

Studying Humanities subject may have some functions towards the student. One of them is to prepare student's social skill and is convinced of his own life in the midst of the social and physical strength. Someday there will be a time in which the learners will become good and responsible citizen of this country (Gunawan, 2011: 37). While written in Indonesian Education Minister Notes No. 68 Year 2013, the goals of humanities and social studies is to emphasize the understanding of the nationality, the spirit of nationalism, patriotism and community activities in economics within this country region.

One of the fundamental differences between the Sekolah Ciputra's Humanities studies with the Social Sciences Studies in Indonesian's national curriculum is that emphasizes the transmission of the content of the lesson (content-based), while Humanities subjects emphasizes more on the process of teaching the global context of a given subject so that students better understand the deeper meaning than just lessons they receive daily. Those global contexts include: Identities and Relationship, Orientation in Time and Space, Personal and Cultural Expression, Globalization and Sustainability, also Fairness and Development.

#### **HYPOTHESES AND PATH ANALYSIS**

Every human being must have curiosity to know the results of the activities that he did, is no exception in learning activities. The learning achievement is generally related to aspects of knowledge (cognitive), while the learning outcomes include aspects of the character formation of students, namely cognitive, affective, and psychomotor (Arifin, 2009:11) Learning achievements earned by students are not always the same, the resulting value was varied ranging from high to low. The level of learning achievement is influenced by many factors, such as motivation and self efficacy. From the description above can be built the conceptual framework is the relationship of the three variables, namely self-efficacy, learning motivation and academic achievement as follows:



**Figure 1. Path Analysis Diagram**

Based on that path analysis diagram, this research constructs 3 hypotheses as follows:

- H1:** There is a positive and significant relationship between self-efficacy and student's academic achievement in Humanities Subject at Ciputra Junior High School Surabaya.
- H2:** There is a positive and significant relationship between self-efficacy and student's student motivation in Humanities Subject at Ciputra Junior High School Surabaya.
- H3:** There is a positive and significant relationship between student motivation and student's academic achievement in Humanities Subject at Ciputra Junior High School Surabaya.

## RESEARCH METHODS

Towards this social phenomenon that we tried to solve, quantitative research is used. The quantitative research itself is a research methodology which emphasize more on the numerical data which calculating the data using statistical theory to draw the conclusion (Azwar, 2007:5). This research also considered as descriptive research which use the facts, conditions, variable and current real-life phenomenon. On the other hand, this research also testing the correlational relation between the variable.

The variable that being tested in this research are: Self-Efficacy, Student Motivation and Academic Achievement of the student. Student motivation is again classified into 2 sub-variables which are the intrinsic variable and the extrinsic variable. Meanwhile the self-efficacy classified into the ability to complete task and confidence level in skill performed.

To collect the data, this research conducted a questionnaire which adopted from the Paul Pintrich called Motivated Strategies for Learning Questionnaire. The respondent of the questionnaire are the students from Sekolah Ciputra. They are the 8<sup>th</sup> grader which consist of 84 students, with this following classification:

1. Dominated by male student (60%)
2. Graduated from Ciputra Elementary Student by 76%
3. 86% of the respondents are Indonesian citizen. Whereas the rest came from many contries in the world such as: Fiji, France, United States, England and Australia.

The questionnaire consists of 21 question inside with classified into 7 question of self-efficacy and 14 question about student study motivation.

## RESULT

Each data generated from the questionnaire that the respondent fill in during the class-time. Therefore, their questionnaire result is correlated into their class performance during the first term in the 2016-2017 academic calendar in Humanities class. Based on that research, here is the result of this research:

### Path Analysis 1

The relationship between the self-efficacy towards the student motivation in the classroom.

F Test		t-Test		R-Square
F Score	Sig.	t	Sig.	
78.108	0.000	8.838	0.000	0.736

With the result of this first path analysis indicates that the hypotheses zero is declined and therefore, the self-efficacy is positively related to the student motivation in the classroom.

### Path Analysis 2

The relationship between the self-efficacy and the student motivation in the classroom towards the student achievement in Humanities class.

	F Test		t-Test		R-Square
	F Score	Sig.	t	Sig.	
Self-Efficacy towards the student achievement	22.555	0.000	2.665	0.000	0.640
Student Motivation towards the student	22.555	0.000	5.536	0.000	0.640

achievement					
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**Direct-Indirect Effect Analysis**

Towards the effect variables being researched in this research, there are some direct-indirect effect. Those effect can be seen as follows:

<b>Dependent Variable</b>	<b>Independent Variable</b>	<b>Direct Effect</b>	<b>Indirect Effect</b>	<b>Total Effect</b>
Student Achievement	<i>Self-Efficacy</i>	0.259	$(0.736)(0.538) = 0.396$	0.655
Student Achievement	Student Motivation	0.538	-	0.538

Hence with this table shown above we can conclude that the direct effect of self-efficacy towards the student achievement is just as big as 0.259. Meanwhile the total effect of it is 0.655. Therefore, the indirect effect that pass through all the way to the end of the path is very determinant.

**Result Discussion**

Data analysis result indicate that the self-efficacy is positively related and significant towards the academic achievement. Secondly, the self-efficacy itself also positively related and significant towards the student motivation in the classroom. Last but not least, the student motivation in the classroom is also positively related and significant towards the academic achievement.

**CONCLUSION**

Based on the research conducted which supporting the existing theory, these are the conclusion of this research. All of the hypotheses are accepted with no exception. Meanwhile the data of this research can be used for the development of Sekolah Ciputra to develop their program even further. The Senior Leadership Team of the school should realize the competitive advantage of having this curriculum that support the student to have their own self-efficacy and enhance student’s motivation in the classroom. Where as the other school would probably learn from the existing curriculum of Sekolah Ciputra which encourage the student to have self-efficacy and more motivation in the classroom as it is proven can boost the student academic achievement.

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