



The Relationship Between Self Efficacy and Student Engagement in Students

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Abstrak

Penelitian ini merupakan penelitian kuantitatif dengan pendekatan survey cross sectional. Tujuan dari penelitian ini untuk melihat hubungan konsep *self-efficacy* dengan *student engagement*. Adapun hipotesis dalam penelitian ini terdapat hubungan positif dan signifikan antara *self-efficacy* dengan *student engagement*. Populasi ada 84 siswa dan sampel 84 siswa dengan teknik *total sampling*. Berdasarkan hasil uji korelasi *product moment* dapat diketahui bahwa nilai signifikansi variabel *self-efficacy* dan *student engagement* sebesar $<0.001 < 0.05$. Hal tersebut menjelaskan bahwa terdapat hubungan yang signifikan antara *self-efficacy* dengan *student engagement* pada siswa. Nilai *Pearson correlation* yang diperoleh antara *self-efficacy* dengan *student engagement* sebesar 0.947. Hal tersebut menjelaskan bahwa variabel *self-efficacy* dengan *student engagement* memiliki korelasi yang positif dengan koefisien korelasi yang sangat kuat. Nilai koefisien determinan yang didapat yaitu sebesar 89.7%. Berdasarkan nilai koefisien determinan dapat diketahui bahwa pengaruh *self-efficacy* terhadap *student engagement* sebesar 89,7% dan 10,3% sisanya dipengaruhi oleh faktor lain.

Kata Kunci: *Self-efficacy, Student Engagement,*

Abstract

This research is a quantitative study with a cross sectional survey approach. The purpose of this study is to see the relationship between the concept of self-efficacy and student engagement. The hypothesis in this study is that there is a positive and significant relationship between self-efficacy and student engagement. The population is 84 students and the sample is 84 students with total sampling technique. Based on the results of the product moment correlation test, it can be seen that the significance value of the variable self-efficacy and student engagement is $<0.001 < 0.05$. This explains that there is a significant relationship between self-efficacy and student engagement in students. The Pearson correlation value obtained between self-efficacy and student engagement is 0.947. This explains that the self-efficacy variable with student engagement has a positive correlation with a very strong correlation coefficient. The value of the determinant coefficient obtained is equal to 89.7%. Based on the value of the determinant coefficient, it can be seen that the effect of self-efficacy on student engagement is 89.7% and the remaining 10.3% is influenced by other factors.

Keywords: *Self-efficacy, Student Engagement*

Introduction

Schools with all devices in them are institutions that have an important role in achieving national education goals. Law No. 20 of 2003 on the National Education system implies that the purpose of National Education is the development of the potential of learners. The government continues to focus the National Education agenda on improving the quality of schools as formal education institutions in various sectors, both building infrastructure, school infrastructure, teacher quality, and development of learning methods (Setyawan & Dewi, 2015).

The success of schools in achieving these educational goals depends on how schools with their strategic roles are able to create a positive

environment for the emotional and social development of their students, in addition to their contribution to academic excellence (Kuswoyo, Hidayah & Diponegoro, 2021).

Students can contribute to academic excellence if they have a sense of engagement with the school. Based on the phenomena that occur, students do not perform their roles well in the learning process, such as students not focused when learning, easily distracted, until students do not pay attention to the teacher when explaining.

In line with this statement, in a study Dharmayana, Kumara and Wirawan (2012), states there are some negative things students in learning including, high levels of boredom in learning in class, easily saturated,

communication students with teachers who are not good, students lazy to learn, lack of focus, unplug, skip school, do not want to try hard, and pessimistic. Fredricks, Blumenfeld, and Paris (2014), previously also discussed the same thing related to the condition of troubled students, in this condition students consider school and all its activities are boring, do not like the way of learning in school, and feel dissatisfied with school.

Student engagement itself is a form of Student Involvement related to activities in school, both academic and non-academic, which is manifested in the behavior, emotions, and cognitive of students (Fredricks et al., 2004). Eccles and Wang (2012) describe student engagement as the active participation of students in academic and non-academic or school-related activities, and commitment to educational and learning goals.

Student engagement has three dimensions, namely behavioral engagement, emotional engagement, and cognitive engagement (Fredricks & McColskey, 2012). Behavioral engagement refers to student participation in school, this includes involvement in academic and social or extracurricular activities that are considered essential to achieving positive academic outcomes (Fredricks & McColskey, 2012).

Behavioral engagement includes complying with rules and norms at school, interacting positively with teachers, friends, peers, academics, and parents, participating, engaging, making efforts, having perseverance, concentrating, asking questions, and contributing to classroom learning and extracurricular activities (Fredricks & McColskey, 2012; Mahatmya et al., 2012). Emotional engagement refers to the affective reactions of students during class, including student interest, boredom, happiness, sadness, and anxiety felt by students (Fredricks & McColskey, 2012). Emotional engagement also includes the likes or dislikes felt by students to teachers, school friends, academics, and schools who are considered to create bonds with instincts and influence the willingness to do

their duties (Fredricks & McColskey, 2012; Mahatmya et al. 2012). Cognitive engagement refers to the level of Student Investment in learning (Fredricks & McColskey, 2012). Cognitive engagement includes seriousness in learning, understanding Learning, Mastering the knowledge that has been learned, having the ability to perform tasks, having a strategy and being able to exert efforts to understand complex concepts (Fredricks & McColskey, 2012; Mahatmya et al., 2012).

Low student engagement attitude will impact students to not be active in school activities, both learning in the classroom, or activities outside the classroom. This is because students are less confident in their own potential. According to Gibbs and Poskitt (2010), student engagement can be influenced by several factors including relationships with teachers and other students, peer influence, disposition to be a learner, motivation and interest in learning, cognitive autonomy, self-efficacy, goal orientation, and academic self-regulation.

Bandura (1997a) said that self-efficacy is the belief that a person has in his ability to organize and carry out the necessary actions to manage situations that may occur in the future. Baron and Byrne (1991) describe self-efficacy as an evaluation of a person's ability to perform tasks, achieve goals, and overcome obstacles.

Santrock (2007) states that self-efficacy is the belief that a person can master a situation and produce positive results. Self-efficacy can be used to complement a person's ability to learn, control their behavior, and assess their academic performance (Chang and Chien, 2015). According to Bandura, there are three dimensions of self-efficacy, namely level, strength, and generality (Bandura, 1997b; Ghufron & Risnawati, 2014; Mahmudi & Suroso, 2014). Level refers to the level of difficulty of the task that the student is believed to be capable of. Strength refers to the strength of an individual's beliefs or expectations regarding his or her abilities. This dimension is related to the level dimension, namely the higher the level of difficulty of the task, the weaker the

perceived confidence to complete. Generality refers to the behaviors that individuals are believed to be able to perform.

Students will feel the confidence to acquire knowledge, and the skills of performing, mastering the material, and so on. Based on research Linnenbrink (2003) students who have self-efficacy will have the ability to do the task with hard work, diligent and ask for help politely when experiencing difficulties. Meanwhile, according to Schunk and Mullen (2012) students with low efficacy will make learning goals easy, minimal learning effort, sad and moody when experiencing failure, it all shows low involvement (disengagement) in learning.

According to Bandura (in Alwisol, 2017), self-efficacy can be increased or decreased through four sources, namely performance experience (performance achievement), vicarious experience (vicarious experience), social persuasion (social persuasion), and the generation of emotions (emotional/psychological states). Performance achievement is an achievement that has been achieved in the past. Past experiences greatly affect self-efficacy. Past experiences of success will increase self-efficacy, while past experiences of failure will decrease self-efficacy. Vicarious experience is achieved through a social model. Self-efficacy will increase if students observe the success of others, on the contrary, self-efficacy will decrease when students observe others who have the same ability as him who turned out to fail. Social persuasion can also increase or decrease self-efficacy under the right conditions. This precise condition of trust in others gives persuasion and the realistic nature of what is being communicated. Generation of emotions (emotional/psychological states) a person when doing an activity will affect self-efficacy in an activity. An excessive increase in emotions such as fear, anxiety and stress can reduce self-efficacy.

There are several relevant studies that examine the relationship between self-efficacy

and student engagement. Surahman and Adhim's (2021) research shows that self-efficacy can affect student engagement and can act as a mediator of the relationship between positive emotions and student engagement. This is in line with research by Qudsyi, et al. (2019) and Mukaromah, et al. (2018) showed that self-efficacy can significantly affect student engagement. In addition, the self-efficacy variable is the most powerful variable in predicting student engagement.

Based on the above explanation, the purpose of this study to determine the relationship of self-efficacy with student engagement in students, with the hypothesis that there is a positive and significant relationship between self-efficacy with student engagement assuming the higher the self-efficacy, the higher the student engagement, and vice versa the lower the self-efficacy, the lower the student engagement in students.

Method

The research method used in this study is a quantitative method with a correlation approach. Quantitative methods are research methods obtained from collecting numerical data and then analyzed using certain statistical calculations to answer hypotheses that have been formulated (Jannah, 2018). Correlation approach is used because researchers want to know the relationship or correlation between self-efficacy with student engagement.

The population in the study were students of SMA Kartika I as many as 84 students. While the sampling technique used is total sampling. According to Sugiyono (2017) if the population is less than 100, then the entire population can be sampled, which means that the number of samples in this study was 84 students.

The instruments used in this study are student engagement scale and self-efficacy scale. The student engagement scale used was developed from aspects of Fredricks & McColskey, 2012 with four answer choices:

always, often, rarely, never. The self-efficacy scale used was developed from Bandura's aspect, 1997 with four answer choices, namely strongly agree, agree, disagree, and strongly agree.

To calculate the data analysis using assumption test and hypothesis test, but before doing assumption test first scale in reliability test, for reliability test using alpha cronbach. Then the assumption test will be conducted normality test using Kolmogorov Smirnov Test and linearity test using anova test with the help of SPSS version 23 for Windows application. To test the hypothesis using Pearson product moment correlation technique with the help of SPSS application version 23 for Windows.

Results and Discussion

Descriptive Test

Based on the results of research conducted on 84 students obtained descriptive statistical test results as follows:

Table 1. Descriptive Statistical Test Results

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Self Efficacy	84	62	168	120.52	27.148
Student Engagement	84	75	183	128.82	27.524
Valid N (listwise)	84				

Based on the results of descriptive statistical tests above can be seen that the variable self-efficacy has the lowest value of 62 and the highest value of 168 with an average of 120.52. In the variable student engagement has the lowest value of 75 and the highest value of 183 with an average of 128.82. For the standard deviation of the self-efficacy variable is 27,148, while the student engagement variable is 27,524.

Reliability Test

Based on the results of the study, it was found that the student engagement scale and the self-efficacy scale were tested on 30 students. The test was conducted to determine the validity and reliability at each scale. Validity test conducted by comparing the R count and R table so it was found that on the scale of self-

efficacy there are 31 valid items and on the scale of student engagement there are 34 valid items. For reliability test using cronbach's alpha with the following results:

Table 2. Reliability Test Results

Instrument	Alpha Cronbach
Self Efficacy	0.945
Student Engagement	0.946

Normality Test

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
		Self Efficacy	Student Engagement
N		84	84
Normal Parameters ^{a,b}	Mean	120.52	128.82
	Std. Deviation	27.148	27.524
Most Extreme Differences	Absolute	.068	.078
	Positive	.068	.060
	Negative	-.060	-.078
Test Statistic		.068	.078
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

Based on the results of the normality test above, it can be seen that the significance value of self-efficacy variables and student engagement variables is $0.200 > 0.05$, it can be concluded that the data from the research results are normally distributed.

Linearity Test

Linearity test is a test performed to determine whether the variables X and Y have a linear relationship or not. Data is said to be linear if it has a significance value > 0.05 , while non-linear data is data that has a significance value < 0.05 .

Table 4. Linearity Test Results

ANOVA Table						
			Sum of Squares	df	Mean Square	F Sig.
Student Engagement *	Between Groups	(Combined)	61695.48	8	62 995.089	17.63 7 .000
	Self Efficacy	Linearity	56413.06	2	56413.062	999.8 66 .000
		Deviation from Linearity	5282.426	61	86.597	1.535 .138
	Within Groups		1184.833	21	56.421	
	Total		62880.32	83		

Based on the results of the above linearity test can be seen the value of significance deviation from linearity variable self-efficacy and student engagement variables of $0.138 > 0.05$, it can be concluded that the

variable student engagement and self-efficacy is linear.

Hypothesis Test Results

Hypothesis testing is performed to determine whether the hypothesis of this study is acceptable or not. The hypothesis of this study is whether there is a relationship between self-efficacy with student engagement in students. The correlation technique used is Pearson Product moment correlation technique with the help of SPSS 25.0 for windows. The significance level used in this study is 0.05. The hypothesis will be accepted if $p < 0.05$ and the hypothesis will be rejected if $p > 0.05$.

Here are the results of a hypothetical test :

Table 5. Hypothesis Test Results

		Correlations	
		Self Efficacy	Student Engagement
Self Efficacy	Pearson Correlation	1	.947**
	Sig. (2-tailed)		.000
	N	84	84
Student Engagement	Pearson Correlation	.947**	1
	Sig. (2-tailed)	.000	
	N	84	84

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of Product moment correlation test above, it can be seen that the significance value of self-efficacy and student engagement variables is $0.000 < 0.05$. This explains that there is a significant relationship between self-efficacy and student engagement in students.

Pearson correlation between self-efficacy and student engagement was 0.947. This explains that the variable self-efficacy with student engagement has a positive correlation with a very strong correlation coefficient. A positive correlation explains that the higher the self-efficacy in students, the higher the student engagement. Conversely, the lower the self-efficacy in students, the lower the student engagement.

The value of the determinant coefficient obtained is 89.7%. This value is obtained by the formula $KD = r^2 \times 100\%$ (Qomusuddin, 2019). Based on the value of the determinant coefficient, it can be seen that the effect of self-efficacy on student engagement is 89.7% and the remaining 10.3% is influenced by other factors.

Discussion

Self-efficacy can influence the choice of activity, the effort given in an activity, persistence in the face of difficulties, interests, and achievements of learners (Olivier et al., 2019; Schunk & Mullen, 2012). When students believe in their abilities, they are convinced that they are capable of organizing and executing steps to achieve their goals, in this case good academic achievement (Olivier et al., 2019). Therefore, they can be more committed and more willing to maintain the effort in difficult situations. They are also more able to try to create an effective learning environment, such as reducing distractions, finding a conducive learning place, and finding the right study companion (Schunk & DiBenedetto, 2016). Conversely, students with low self-efficacy will be more prone to experiencing anxiety and stress, so it will be more difficult to involve themselves in the learning process.

The results showed that the value of pearson correlation obtained between self-efficacy with student engagement is 0.947. This explains that the variable self-efficacy with student engagement has a positive correlation with a very strong correlation coefficient.

This result is in line with the results of research conducted by Khalid (2015) which states the influence of self-efficacy on student involvement in learning. This provides information that self-efficacy can predict student engagement in learning, the higher the student's self-efficacy, the higher the student's engagement in learning. A person's confidence in the face of difficulties also affects the involvement of students in learning that makes students tend to work harder to face the difficulties of the task with confidence in the

skills they have. Linnenbrink (2003) explained that students who have self-efficacy will have the ability to do the task with hard work, diligent and ask for help politely when experiencing difficulties. In contrast to students who have low self-efficacy will tend to shy away when facing difficult tasks or subjects for example by playing mobile phones when lessons and cheating on friends.

Sandi (2017) explained that low self-efficacy affects students' interest in learning, students with low self-efficacy tend to shy away from subjects that are considered difficult such as truancy, chatting and playing mobile phones when learning. High Self-efficacy also has an impact on the spirit of students when learning, it is in line with Rahadianto and Yoenanto (2014) which states that students with high self-efficacy excited when in class, otherwise students who have low self-efficacy will feel bored, anxious, limp when the learning process.

Research Koob et al. (2021) explained that self-efficacy can affect student engagement of students during learning. According to Cahyani and Winata (Saefudin et al., 2021) also explained that self-efficacy is very important during the online learning process because high self-efficacy in students can make students continue to undergo online learning even in challenging conditions.

Self-efficacy affects aspects of student engagement, namely behavioral engagement, cognitive engagement, and emotional engagement (Skinner & Pitzer, 2012). This is supported by the research of Olivier et al. (Azila-Gbetteor & Abiemo, 2020) who explained that self-efficacy can form behavioral engagement and emotional engagement. Mukaromah et al. (2018) explained that the level aspect of self-efficacy is the most influential aspect in student engagement. The perception of the difficulty of the task makes the student determine the behavior he will perform as the learning progresses. Students will do certain tasks that they feel capable of doing and students will tend to avoid situations that are beyond their capabilities. Students who

have perseverance and earnest in following the lesson is the result of high self-efficacy. One of the characteristics of emotional engagement and cognitive engagement is that students have an interest and have goals in teaching. Students who have self-efficacy will be sure to follow their interests and be able to set goals despite encountering problems when achieving them.

Conclusion

Based on the results of Product moment correlation test above, it can be seen that the significance value of self-efficacy and student engagement variables is $0.000 < 0.05$. This explains that there is a significant relationship between self-efficacy and student engagement in students.

Pearson correlation between self-efficacy and student engagement was 0.947. This explains that the variable self-efficacy with student engagement has a positive correlation with a very strong correlation coefficient.

The value of the determinant coefficient obtained is 89.7%. Based on the value of the determinant coefficient, it can be seen that the effect of self-efficacy on student engagement is 89.7% and the remaining 10.3% is influenced by other factors.

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