

**THE IMPACTS OF TEACHER SELF-EFFICACY ON
STUDENTS' ACHIEVEMENT: A CASE STUDY AT XI
STUDENTS' OF SMA NEGERI 1 JEPARA IN ACADEMIC
YEAR 2017/2018**



**Submitted as a Partial Fulfilment of the Requirements for Getting Bachelor Degree of
Education in English Department School of Teacher Training and Education**

**By:
AULLIA RACHMA PUTERI
A320140109**

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2019**

APPROVAL

**THE IMPACTS OF TEACHER SELF-EFFICACY ON STUDENTS'
ACHIEVEMENT: A CASE STUDY AT XI STUDENTS' OF SMA NEGERI 1
JEPARA IN ACADEMIC YEAR 2017/2018**

PUBLICATION ARTICLE

By:

AULLIA RACHMA PUTERI

A320140109

Approved to be examined by Consultant

Consultant,



Agus Wijayanto, M.A., Ph.D

NIDN. 0609096801

**THE IMPACT OF TEACHER SELF-EFFICACY ON STUDENTS'
ACHIEVEMENT: A CASE STUDY AT XI STUDENTS' OF SMA NEGERI 1
JEPARA IN ACADEMIC YEAR 2017/2018**

PUBLICATION ARTICLE

Written by:

Aullia Rachma Puteri

A320140109

Accepted by:

The Board by Examiners of School Teacher Training and Education
Universitas Muhammadiyah Surakarta

The Board of Examiners:

1. Agus Wijayanto, M.A., Ph.D
(Head of Examiner)
2. Prof.Dr. Endang Fauziati, M.Hum
(Member One of Examiner)
3. Koesoemo Ratih, Ph.D
(Member Two of Examiner)



Surakarta, February, 01 2019

Universitas Muhammdiyah Surakarta
School of Teacher Training and Education
Dean,



Prof. Dr. Harun Joko Prayitno, M.Hum

NIP. 19650428 199303 1 001

TESTIMONY

Here with, I testify that in this publication article, there is no plagiarism of the previous literary work, which has been raised to obtain bachelor degree in any university, nor there are opinions or master pieces which have been written or published by others except those in which the writing are referred in this paper and mentioned in the literary review and bibliography.

Later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible for that.

Surakarta, January 20 2019



Aullia Rachma Puteri

A320140109

**THE IMPACTS OF TEACHER SELF-EFFICACY ON STUDENTS'
ACHIEVEMENT: A CASE STUDY AT XI STUDENTS' OF SMA NEGERI 1
JEPARA IN ACADEMIC YEAR 2017/2018**

Abstrak

Penelitian ini mempunyai tujuan untuk menemukan dampak dari kepercayaan diri seorang guru terhadap nilai siswa dan pendapat siswa tentang kepercayaan guru dapat mempengaruhi nilai mereka. Penelitian ini menggunakan metode kuantitatif dengan rumus regresi linier sederhana. Objek dari penelitian ini adalah Semua guru bahasa Inggris dan nilai ujian akhir semester serta pendapat dengan menggunakan kuesioner oleh 409 siswa kelas XI SMA Negeri 1 Jepara pada tahun pelajaran 2017/2018. Hasil penelitian yang pertama adalah hasil yang menunjukkan adanya pengaruh yang diberikan kepada nilai ujian akhir semester mata pelajaran Bahasa Inggris siswa terhadap kepercayaan diri guru di SMA Negeri 1 Jepara. Kedua pendapat dari 409 siswa yang menyatakan kepercayaan diri guru dapat mempengaruhi nilai siswa.

Kata kunci: Paham kepercayaan diri, opini siswa, Prestasi siswa

Abstract

The aim of the study is to find out the impact of teachers' self-efficacy and to know the students' opinions about teacher self-efficacy that can be impacted by the result of the students. This study is quantitative research that used simple linear regression. The subjects of the study are teachers and XI grade students at SMA Negeri 1 Jepara in the academic year 2017/2018. The result of the study shows that there are impacts of teacher self-efficacy on the students' achievement at XI grades of SMA Negeri 1 Jepara in the academic year 2017/2018. The hypothesis has a positive significance; there are any impacts of teacher self-efficacy on students' achievement at XI grades. The results show that the Students' opinion about teacher self-efficacy has a positives impact on every student at SMA Negeri 1 Jepara.

Keywords: *Self-Efficacy Beliefs, Students' Opinion, Students' Achievement*

1. INTRODUCTION

Self-efficacy, or confidence as it is commonly known, is one of the most enabling psychology models to have been adopted into positive psychology. It is an optimistic self-belief in our competence or chances of successfully accomplishing a task and producing a favorable outcome. Self-efficacy is important for the teacher who teaches at the school. High or low self-efficacy can build with how we place ourselves.

Teacher self-efficacy or teacher confidence is the teachers' level of confidence about their ability that can greatly depend on past experiences or on

their current school culture. A bad classroom experience or negative work environment, for example, can quickly sour a teacher's confidence. Conversely, witnessing student growth and working in a collaborative environment can boost a teacher's belief in their ability and improve performance. As you can imagine, school leaders play a critical role in developing teacher efficacy within their school community. Here, we'll explain the importance of teacher efficacy and how administrators can help teachers feel valued, confident, and successful.

This study is about investigating the impact of teachers' self-efficacy on achievements of the students in SMA Negeri 1 Jepara in the academic year 2017/2018. This study investigates high or low the self-confidence of English teachers in that school and the self-confidence has an impact on students. The impact from teacher self-efficacy between students achievements can be known from students English final score test which taken from English final examination. This research entitled "THE IMPACT OF TEACHER SELF-EFFICACY ON STUDENTS' ACHIEVEMENT: A CASE STUDY AT XI STUDENTS' OF SMA NEGERI 1 JEPARA IN ACADEMIC YEAR 2017/2018."

Previous research has provided empirical evidence in supporting the effectiveness of teacher self-efficacy, or the extent to which a teacher believes that he or she can influence the students' achievements, in education context (Podell & Soodak, 1993; Muijs & Reynolds, 2001; Tschanen-Moran & Hoy, 2001). Studies have indicated that teacher self-efficacy has been associated with teacher effort and persistence in encountering difficulties (Gibson & Dembo, 1984; Podell & Soodak, 1993), self-efficacy beliefs and academic performance and persistence (Martin & Marsh, 2006; Skaalvik & Skaalvik, 2006), professional commitment (Evans & Tribble, 1986), openness to the new methods in teaching and positive teacher behavior (Guskey, 1988) and using more humanistic, positive, or teacher-based strategies to deal with students' problem (Woolfolk, Roosof, & Hoy, 1990).

The theory of teacher self-efficacy obtained from self-efficacy belief that has been conducted on the four major psychological processes through which in term of self-beliefs of efficacy affects human functioning:

- 1) Cognitive Process: The effects of self-efficacy beliefs on cognitive processes take a variety of forms. Much human

behavior, being purposive, is regulated by forethought embodying valued goals.

- 2) Motivational Process: Self-beliefs of efficacy play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves and guide their actions anticipatorily by the exercise of forethought.
- 3) Affective Process: People's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation. Perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal. People who believe they can exercise control over threats do not conjure up disturbing thought patterns.
- 4) Selection Process: Beliefs of personal efficacy can shape the course lives take by influencing the types of activities and environments people choose. People avoid activities and situations they believe exceed their coping capabilities.

2. METHOD

This study used a quantitative method for analyzing the data. Quantitative research is a structured way of collecting data obtained from different sources. Quantitative research involves the use of computational, statistical, and mathematical tools to derive the result. It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population.

This study collected the data from the questionnaire answered by the teacher, the result of the English final examination, and the questionnaire answered by students. The data source was from XI grade Student and English teacher. The study used SPSS 2.0 version with a formula named Simple Linear

Regression. Simple Linear Regression was a formula from SPSS to determine the effect of variable X between variable Y.

3. RESULT AND DISCUSSION

There are some analyses to answer the research question of the study, this analysis was divided into a. analysis of teacher self-efficacy on the students' achievement, b. students' opinions about teacher self-efficacy.

3.1 Teacher Self-efficacy on The Students Achievement

The researcher gathered data from four English teachers who answered the questionnaire and collected the result of English final examination, to know the impacts of teacher self-efficacy on the students' achievement at XI grades on SMA Negeri 1 Jepara in academic year 2017/2018.

This study used SPSS 20 with simple linear regression. Simple linear regression was a linear relationship between one independent variable (X) with the dependent variable (Y). This analysis was for observing the relationship between the independent variable with the dependent variable.

Table 1. Simple linear regresion

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,107 ^a	,012	,009	10,23932
a. Predictors: (Constant), STUDENTS' ACHIEVEMENT				

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	497,736	1	497,736	4,747	,030 _b
	Residual	42671,381	407	104,844		
	Total	43169,117	408			
a. Dependent Variable: TEACHER SELF-EFFICACY						
b. Predictors: (Constant), STUDENTS' ACHIEVEMENT						

Coefficients^a

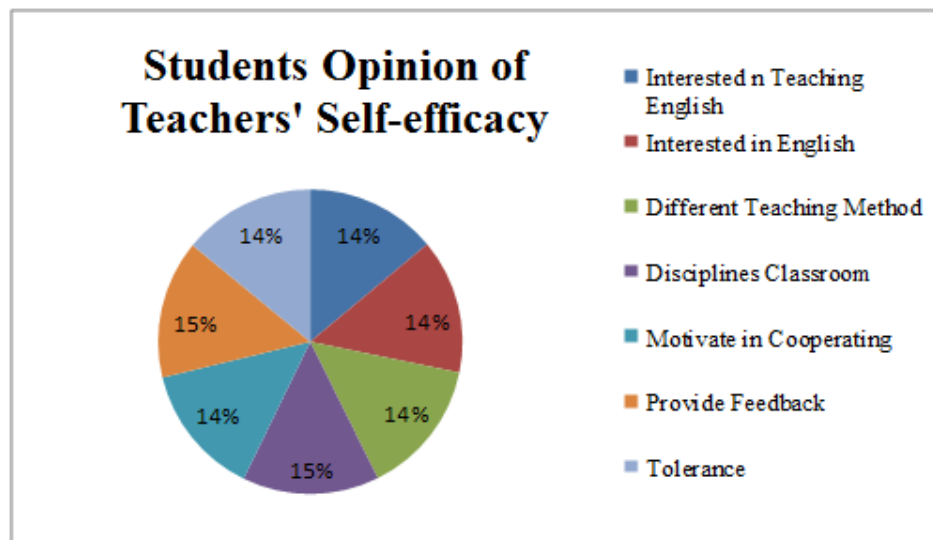
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	80,688	5,824		13,854	,000
	STUDENTS' ACHIEVEMENT	-3,114	1,429	-,107	-2,179	,030

a. Dependent Variable: TEACHER SELF-EFFICACY

Based on the output above, this study got similarity regression: $Y = 80,688 - 3,114(X)$. The impact got value of $Sig. = 0,030$, because $0,030 < 0,05$, so H_0 rejected, and there were many impacts of teacher self-efficacy on the students' achievement.

Correlation Coefficient(R) = $0,107$. The result showed that there was a relationship between teacher self-efficacy with students' achievement. Determination Coefficient(R^2) = $0,012$. The meaning of that number was teacher self-efficacy gave impact 1,2% between students' achievement and 98,8% influenced by another variable.

3.2 Students Opinion about Teacher Self-efficacy



Picture 1. Students Opinion about Teacher Self-efficacy

The above can conclude that the result was not dominant to each part of the question of the questionnaire. Students' opinions about teacher self-efficacy had positive impacts on every student at SMA Negeri 1 Jepara. It was shown in the diagram that the percentage of the students opinion about teacher self-efficacy 14%-15%.

The result from the findings above is there is any impact of teacher self-efficacy on the students' achievement. The result of the study in hand is consistent with the previous researcher which has been done on the same topic. It is the main

external force which increases self-belief of the students about learning, which will lead them to achieve their good result in final examination. It is also translates that higher the level of teacher self-efficacy, higher students result of final examination will be. The result also signals that there are any positive correlation between independent and the dependent variable, which reflect that the hypothesis of the study has been accepted.

Regarding self-efficacy beliefs, teachers had almost the same mind set as cited in Bandura's (1989) social cognitive theory who explained that self-efficacy greatly influences the performances of the individuals. It was also found in the results that the efcacious teachers are more composed in controlling and solving problems or the given tasks. They can respond positively even in the most difcult situations. These fndings are consistent with the work self-efcacy can guide their students better to accomplish their tasks of Woolfolk, Rosoff, and Hoy (1990), who found that the quality of self-efcacy helps teachers to encounter difculties more efectively. Muijs and Rejnolds (2001) have recognized that teachers with high. As the teachers themselves feel confdent likewise, they want to see their students confdent too.

The study found that teacher self-efficacy or self-confidence increased the ability in English majors for students, especially at XI grade. From seven statements that had given to XI grade students, the average from 409 students answered the questionnaire with a good response. According to XI grade students of SMA Negeri 1 Jepara, the confidence from English teachers in the classroom impacted the students' achievement in English major, the higher the self-efficacy from teachers, so students get the higher score for English major.

4. CONCLUSION

The result of this study is to answer the research questions statements and hypothesis which formulated. This study gives the hypothesis that there are any impacts of teacher self-efficacy on the students' achievement at XI grades of SMA Negeri 1 Jepara in the academic year 2017/2018. The hypothesis has a positive significance; there are any impacts of teacher self-efficacy on students' achievement at XI grades. It has also been observed that the teachers are very

efficacious and their level of self-efficacy is high which brings positivity in students' behavior, attitude and most importantly in their academic achievement. Those teachers who have a high level of self-efficacy produce better results regarding students' academic achievement.

In the students' opinion, this study found that teacher self-efficacy or self-confidence increase the ability in English majors for students, especially at XI grade. From seven statements that given to 409 students of XI grade, they answer with a good response. According to the questionnaire, the confidence of a teacher in a classroom when teaching the students impacted the achievements, the higher the self-confidence of the teacher then more get the higher the score.

REFERENCES

- Bandura, A. 1994. *Self-efficacy: Encyclopedia of Human Behavior*. New York: Academic Press.
- Bandura, A. 1997. *Self-efficacy: The exercise of control*. New York: W.H Freeman and Company. Emory University.
- Gibson, S., & Dembo, M. H. 1984. *Teacher efficacy: A Construct Validation*. Journal Educational Psychology.
- Muijs, D., & Reynolds, D. 2001. *Being or Doing: The Role of Teacher Behaviors and Beliefs in School and Teacher Effectiveness in Mathematics, A SEM Analysis*. Annual Meeting of the American Educational Research Association, Seattle.
- Soodak, L, C., & Podell, D. M. 1993. *Teacher Self-efficacy and Student Problem as Factors in Special Education Referral*. Journal of Special Education.
- Tschannen-Moran, M., & Hoy, A. W. 2001. *Teacher Efficacy: Capturing An Elusive Construct*. Teaching and Teacher Education.