

The Role of Self-Efficacy in Improving the Academic Achievement of Students in the Faculty of Tarbiyah, Department of PGMI UIN Raden Intan Lampung

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ABSTRACT

This study explores the influence of self-efficacy on the academic achievement of students in the Madrasah Ibtidaiyah Teacher Education (PGMI) Study Program at the Faculty of Tarbiyah. Self-efficacy defined as an individual's confidence in their ability to perform academic tasks – plays a critical role in shaping students' motivation, learning strategies, and persistence when facing challenges. Drawing on data from 220 PGMI students, this research utilized the General Self-Efficacy Scale (GSE) alongside official academic records to examine the relationship between perceived competence and performance. The findings reveal a significant positive correlation between self-efficacy and academic achievement. These results underscore the need to strengthen self-efficacy throughout pre-service teacher education by integrating psychologically supportive pedagogy and structured learning environments that foster confidence and autonomy in future educators



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1. INTRODUCTION

Education is a key element in shaping the character, skills and knowledge of the younger generation who will play an important role in the development of a country. One of the important pillars in education is the teacher, who is not only responsible for imparting knowledge to students, but also for shaping moral and social values. In Indonesia, Madrasah Ibtidaiyah Teacher Education (PGMI) plays an important role in producing prospective educators who will educate students at the primary level in madrasah ibtidaiyah, a formal educational institution that focuses on the intellectual, spiritual, and social development of Muslim children (Rahmawati, 2020). Along with the importance of the role of teachers in basic education, the academic performance of PGMI Department students is a crucial factor in ensuring that graduates from this program have sufficient competence to carry out their duties as qualified educators. Good academic achievement is not only seen in terms of grades alone, but also from a deep understanding of pedagogy, ability to develop curriculum, and skills in managing the classroom effectively, in achieving good academic achievement, many factors affect student success, one of which is self-efficacy.

Self-efficacy is a concept introduced by Albert Bandura in his theory of social cognition. Self-efficacy refers to a person's belief in their ability to complete certain tasks or achieve goals. In an academic context, students' self-efficacy refers to the extent to which they believe they can succeed in the academic tasks they face (Bandura, 2002). This belief plays an important role in influencing learning behavior, motivation, perseverance, and, ultimately, academic achievement. Students who have high levels of self-efficacy tend to be more confident in completing tasks, more motivated to learn, and more able to overcome obstacles that arise during the learning process. Previous studies have shown that self-efficacy is closely related to academic achievement (Hasan, 2019).

Students with high self-efficacy tend to be more persistent, able to overcome the fear of failure, and more creative in finding solutions to academic problems. Conversely, students with low self-efficacy tend to give up more easily when facing difficulties and are less motivated to learn optimally. Therefore, it is important to understand how self-efficacy can be developed in the context of education in the PGMI Department, considering that the challenges faced by students do not only come from academic tasks, but also from social and emotional challenges that exist in the campus environment. In the PGMI Department, students not only learn about educational theories, but are also trained to apply these theories in teaching practice. This experience is very important in building self-efficacy because it provides an opportunity for students to experience firsthand the challenges they will face as teachers in the future (Maulana, 2020).

Teaching practices, such as microteaching programs and Field Experience Programs (PPL), provide students with real-world experience to face the classroom and apply the pedagogical skills they have learned. Success in these experiences can increase students' self-efficacy, while failure can reduce their confidence (Mahendra, 2019). In addition, support from lecturers, friends, and a supportive academic environment are also very important in developing students' self-efficacy. Guidance and motivation provided by lecturers, as well as positive interactions with peers, can strengthen students' beliefs that they are able to overcome challenges. A supportive academic environment, including the availability of learning facilities and access to educational resources, also plays an important role in improving students' self-efficacy.

However, although self-efficacy has a great influence on academic achievement, not all students have the same level of self-efficacy. Some students may have low self-efficacy for various reasons, such as previous experiences of failure, lack of social support, or unstable emotional state. Therefore, it is important to understand the factors that influence self-efficacy and how educational institutions can play a role in improving student self-efficacy, especially in the PGMI Department. In an effort to improve student academic achievement in the PGMI Department, it is important to see self-efficacy as one aspect that must be considered. Educational institutions need to create an environment that supports the development of self-efficacy, both through an adequate curriculum, ongoing guidance, and the provision of relevant and motivating learning experiences (Fitria, 2020).

Thus, students will be better prepared to face academic and professional challenges in the future, and be able to make a meaningful contribution to basic education in Indonesia. This study aims to examine more deeply the role of self-efficacy in improving student academic achievement in the PGMI Department. Through this research, it is hoped that effective strategies can be found in increasing students' self-efficacy, so that it can have a positive impact on their overall academic performance (Nugroho, 2021). In addition, this research is also expected to provide new insights for lecturers and study program managers in designing interventions that can increase students' self-efficacy, as well as creating a learning environment that supports the optimal development of their potential.

2. METHODS

This study uses a quantitative approach with a correlational design to analyze the relationship between the level of self-efficacy and academic achievement of PGMI Department students. This approach was chosen because it allows researchers to identify the extent to which the two variables are interrelated. The subjects in this study were students of PGMI Department of UIN Raden Intan Lampung, with random sampling technique.

The research instrument consists of two parts. First, self-efficacy was measured using the General Self-Efficacy Scale (GSE), an international standardized measurement tool that has gone

through a validation and reliability process in the educational context. Second, academic achievement was measured based on data from students' Grade Point Average (GPA) and several other indicators that reflect academic engagement.

Data were analyzed with two statistical approaches, namely descriptive and inferential. Descriptive analysis was used to map the characteristics of respondents as well as the distribution of self-efficacy and academic achievement scores. Meanwhile, inferential analysis in the form of Pearson correlation was used to test whether there is a meaningful relationship between self-efficacy and academic achievement. The results of this analysis illustrate the pattern of relationships between variables, not just a description of the data.

3. RESULTS AND DISCUSSION

3.1 Level of Self-Efficacy of Students of the Faculty of Tarbiyah, Department of PGMI UIN Raden Intan Lampung

The level of self-efficacy of students in the Madrasah Ibtidaiyah Teacher Education (PGMI) Department is very influential on their academic success and their ability to carry out their role as prospective teachers. Self-efficacy refers to a person's belief in their ability to complete tasks or achieve certain goals. In PGMI students, this belief includes the ability to teach, manage classes, and develop effective learning methods. Students who have a high level of self-efficacy are usually more confident in facing challenges, such as developing lesson plans, dealing with students with various characters, and solving problems that arise in the learning process, also tend to have higher motivation to learn and develop pedagogical skills. This belief allows them to be more resistant to failure and more easily rise when experiencing difficulties (Purwanto, 2021).

Conversely, students with low self-efficacy may feel doubtful of their abilities, which may lead to anxiety or fear of failure in challenging situations. This can hinder their learning process and reduce their effectiveness as future teachers. Therefore, it is important for faculty to provide support through guidance, training, and field experiences that can increase students' confidence in facing educational tasks. It is also necessary that support from lecturers, friends, and a positive learning environment also contribute to the level of self-efficacy. Guidance and motivation provided by lecturers and positive interactions with fellow students can strengthen their belief in their ability to succeed. In addition, a supportive community can help overcome the challenges they face during their studies (Ilyas, 2021).

PGMI students prepare themselves to become MI teachers, so their belief in their ability to teach is a key aspect of self-efficacy. Students who feel they have strong pedagogical skills, are able to manage the classroom well, and are able to develop effective teaching methods will have higher levels of self-efficacy. On the other hand, a lack of confidence in professional competence can reduce their confidence to succeed in the workforce. A well-designed curriculum that provides relevant learning experiences, as well as a supportive academic environment, can increase students' self-efficacy. Study programs that provide opportunities to develop practical skills and facilitate success in academic tasks will strengthen students' confidence in their abilities.

3.2 Factors Affecting Self-Efficacy

Self-efficacy, or an individual's belief in their ability to succeed at a particular task, is influenced by a number of important factors. Here are some of the main factors that affect self-efficacy. Factors that influence the self-efficacy of PGMI students include teaching experience during field practice, support from lecturers and peers, and previous learning experiences (Azizah, 2020). Through proper guidance and exposure to more practical experiences, students can increase their self-efficacy in the teaching profession. Thus, optimal self-efficacy development among PGMI students can contribute to their

readiness to face the challenges of the world of education and become competent teachers, such as (Budi, 2021):

1. Previous successful experience in completing tasks is the most powerful factor in shaping self-efficacy. When an individual achieves success through their efforts and skills, self-efficacy increases. Conversely, repeated failures can lower self-efficacy, especially if individuals do not have adequate sources of support.
2. Seeing others, especially those perceived as similar to oneself, succeed in a task can increase self-efficacy. It gives the idea that the task can be completed with the right effort. However, if others fail, this can reduce belief in one's own abilities.
3. Encouragement or criticism from others also affects self-efficacy. When a person receives positive feedback and reassurance from influential people, such as teachers, friends or leaders, this can boost their confidence. Conversely, persistent criticism can reduce such beliefs.
4. One's physical and emotional state, such as stress levels, anxiety, or fatigue, affects self-efficacy. For example, if a person feels very anxious or stressed when facing a task, they may doubt their self-efficacy. In contrast, when a person feels healthy and optimistic, they are more likely to believe that they can succeed.
5. The surrounding environment, including social support, resources and opportunities, also plays a role in shaping self-efficacy. A supportive environment, such as a mentor or adequate resources, can increase a person's belief in their ability to overcome challenges.

All of these factors interact with each other to influence a person's self-efficacy. Improving self-efficacy involves creating successful experiences, providing social support, and managing emotional and physiological states well.

3.3. The Relationship Between Self-Efficacy and Academic Achievement

Self-efficacy, or an individual's belief in their ability to complete a particular task, has a close relationship with academic achievement. This concept was developed by Albert Bandura, who emphasized that a person's belief in their competence affects how they plan, face challenges, and maintain effort in achieving goals (Dewi, 2020). In the context of education, self-efficacy acts as an important factor that influences academic success. Students with high levels of self-efficacy tend to have stronger beliefs that they are able to complete academic tasks well, so these beliefs increase their intrinsic motivation to learn, face challenges and overcome obstacles. They are more consistent in their efforts, more persistent in the face of difficulties, and more confident in their ability to complete tasks (Lestari, 2020).

In contrast, students with low self-efficacy often feel unsure of their ability to succeed, so they tend to give up more easily when faced with academic difficulties. This sense of doubt can reduce motivation to learn and lead to lower academic outcomes. Research has shown that students with higher self-efficacy generally achieve better academic performance, as they are more willing to face challenges, utilize effective learning strategies, and have strong confidence in solving problems. Self-efficacy also plays a role in decision-making, such as choosing more challenging subjects, which can ultimately improve academic ability. Overall, the relationship between self-efficacy and academic achievement is a mutually reinforcing cycle. The higher the level of self-efficacy, the more likely a person is to achieve good academic performance, which can then further increase their self-efficacy (Kurnia, 2021).

Self-efficacy has a close relationship with academic achievement. Self-efficacy refers to an individual's belief in their ability to complete certain tasks, including academic tasks. Here are some aspects of the relationship, such as (Larasati, 2020):

1. Individuals who have high self-efficacy are more motivated to learn and complete academic tasks. They tend to believe that their efforts will produce good results, so they are more persistent in facing challenges and difficulties. In contrast, individuals with low self-efficacy often doubt their abilities, which can reduce their motivation to learn and efforts made.
2. When facing academic failure or obstacles, self-efficacy plays a role in how one responds to the situation. Students with high self-efficacy tend to see failure as an opportunity to learn and improve. They are more resilient and believe that they can improve their achievement with further effort. On the other hand, students with low self-efficacy often give up sooner and perceive failure as evidence that they are incapable.
3. 3. When facing academic failure or obstacles, self-efficacy plays a role in how one responds to the situation. Students with high self-efficacy tend to see failure as an opportunity to learn and improve. They are more resilient and believe that they can improve their achievement with further effort. On the other hand, students with low self-efficacy often give up sooner and perceive failure as evidence that they are incapable.
4. Research shows that high self-efficacy correlates with better academic performance. This belief in self-efficacy promotes behaviors that support academic success, such as discipline, perseverance, and the ability to overcome academic challenges. Thus, students with high self-efficacy tend to get better grades and have higher academic achievement.

The results showed that PGMI students who have a high level of self-efficacy tend to show better academic achievement. In general, they show strong confidence in facing academic tasks, have high motivation, and show active involvement in lectures and other akademik activities.

Based on the correlation analysis used, it was found that there is a positive relationship between self-efficacy and academic achievement. This means that the higher a student's self-efficacy level, the more likely they are to achieve good academic performance. This correlation is not just a unidirectional relationship, but also indicates the contribution of self-efficacy to students' learning efforts and strategies in undergoing the academic process.

The discussion of these findings shows that self-efficacy plays an important role in shaping students' learning attitudes and behaviors. Students with high self-efficacy tend not to give up easily when facing academic difficulties, but are active in finding solutions, and have confidence in overcoming various learning challenges. Factors such as field teaching experience, social support from lecturers and friends, and a conducive learning environment strengthen this relationship.

Conversely, students with low levels of self-efficacy often experience anxiety, doubt and inability to complete academic tasks. This has a negative impact on their motivation and academic achievement. Therefore, supportive interventions such as mentoring, microteaching training, and psychological reinforcement programs are essential to improve students' self-efficacy.

This finding is consistent with Bandura's theory of self-efficacy, and is supported by previous studies that emphasize the importance of psychological factors in academic achievement. The relationship found was linear, meaning an increase in self-efficacy was followed by an increase in general academic achievement.

4. Conclusions

This study shows that self-efficacy plays an important role in improving the academic achievement of PGMI students. Students with high self-efficacy tend to be more motivated to use effective learning strategies, and are able to face academic challenges better. Factors such as positive academic experiences, social support, and a conducive learning environment also strengthen self-efficacy. Therefore, self-efficacy development needs to be an integral part of education in PGMI to support students' academic success and professional readiness.

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