

THE INFLUENCE OF SELF-EFFICACY ON STUDENTS' ACADEMIC ACHIEVEMENT

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This study aimed at exploring the students' level of self-efficacy and how self-efficacy influence the students' academic achievement. This study employed a mixed-methods research design that combines both quantitative and qualitative approaches. Two data collection techniques were used in this research: quantitative data obtained from the questionnaire and the qualitative data gained from the semi-structured interview. This study involved 40 students in the first semester in English Class of ITB STIKOM Bali. The data were analyzed using triangulation, which involves comparing and contrasting quantitative and qualitative findings to validate or enhance the overall understanding of the research topic. Furthermore, based on the questionnaire result, it was found that there were 42.5% of students have high self-efficacy, 55% of students have moderate self-efficacy, and 2.5% student has low self-efficacy. Moreover, based on the interview's analysis, most of the students argued that self-efficacy has influenced their academic achievement. Self-efficacy can influence academic achievement through its impact on motivation, resilience, effort, anxiety reduction, choice of learning strategies, and self-regulation. Understanding these dynamics allows educators to adopt pedagogical approaches that support and enhance students' self-efficacy, ultimately contributing to improved academic performance and overall learning outcomes.

Keywords: *Academic Achievement; Self-Efficacy; University Students*

1. INTRODUCTION

One of the measures that might show student excellence in institutions of higher learning, including community colleges, is academic achievement. Academic achievement is usually the result of learning as a standardized assessment based on a curriculum over a period of time. It consists of many aspects such as cognition, skills and values (Huisheng & Zhinciang, 2018). However, getting good grades in school is not simple. It can be affected by a variety of factors, both inside and outside the classroom. Sometimes, the key elements are the students themselves and not the subject, materials, or lecturer. One issue with learning is that many students still struggle to organize, monitor, and evaluate their learning strategies as well as be aware of their own thinking independently in relation to their capacity to succeed in their learning activities and achievement.

Self-efficacy is the belief that people have the ability to succeed at a task or achieve a goal. When people believe in themselves, they are more likely to approach challenges in a different way than someone who doesn't believe in their abilities. People might work harder, overcome challenges, and be an active participant in the activity. Self-efficacy is all about control and confidence. It should be believed by people that their actions and attitudes can be controlled. Confidence is had by them that anything can be done when one's mind is set to it. (McAneney, 2019). Early academic self-efficacy studies proposed by Bandura (1997) involves four sources of information people use for self-efficacy appraisals: (1) mastery experience (mastery of a skill will enhance people's perceptions of their ability to perform the skill at a higher, more challenging level); (2) vicarious experience (a person can gain self-efficacy for a task by watching another person "model" the task successfully. The closer the model's characteristics, such as age and skill level, are to the viewer, the more enhanced his or her self-efficacy becomes towards perceived abilities to perform the task); (3) verbal persuasion (through social influence a person can gain some efficacy towards a task by the

encouragement or persuasion of another. This is not as strong an influence as personal mastery or vicarious experience, but it does have a positive and measurable effect on the person's perception of his or her ability to perform the task); and (4) physiological and affective states (a person will have a physiological response to performance, such as heart rate increase, sweating, nerves, doubts, fears, and anxieties, which can affect a person's perception of his or her performance (Bandura, 1997). Early intervention studies were built around attempts to affect one or more of these sources to enhance self-efficacy appraisals and often resulted in greater academic progress.

The ability to work independently and manage one's self is crucial to success as an adult, and the self-efficacy skills taught at a young age can prepare students for future success. Learning is influenced by students' sense of self-efficacy. When faced with challenges, students who have high self-efficacy put up a lot of effort and are likely to affirm, "I can accomplish this." They'll be highly confident in their skills, which will boost their drive and excitement for learning. Students with poor self-efficacy, on the other hand, could have second thoughts about their abilities and say, "It looks hard and difficult." Self-efficacy can influence motivation and activity choice. It is natural to develop and apply self-efficacy beliefs. A person participates in an event, analyzes the outcomes of their actions, and then utilizes those interpretations to construct beliefs about their abilities to engage in following behaviors in similar tasks and activities. Then, the person acts in accordance with those beliefs. For instance, at school, a student's views about their academic aptitude influence what they do with the knowledge and skills they have acquired. As a result, their academic accomplishments are influenced in part by what they start to feel they can and have accomplished. This explains why students with similar skills may achieve academically in quite different ways.

Self-efficacy in academic settings or academic self-efficacy is a people's belief about their ability or competence to carry out tasks, achieve goals, and overcome academic challenges (Bandura, 1997). Students who have high self-efficacy perceive achievement as something within their control. When they believed in their ability to perform well academically, they were motivated to work harder, work better, and stay on task for longer periods of time. It becomes a habit of positive self-efficacy which is essential for academic success. High levels of self-efficacy are associated with high levels of achievement. Self-efficacy beliefs can directly affect an individual's efforts and activities in the classroom. Students with high academic self-efficacy are expected to be more proactive and conscientious in their conduct in academic activities. In contrast, students with low academic self-efficacy tend to doubt their own abilities and engage in behaviors other than activities that impede or diminish academic performance (Bandura, 1997). Self-efficacy can drive participation in learning activities and influence achievement levels and motivation. Self-efficacy is said to be an important factor that can boost student achievement. Students who want to achieve high academic achievement must also have a sense of self-efficacy in their studies. This is because self-efficacy can influence achievement and perseverance outcomes in completing school tasks.

Numerous studies conducted by previous researchers have explored the relationship between self-efficacy and its impact on academic achievement. These studies have primarily focused on various aspects of self-efficacy and its effects on student performance. For instance, Koseoglu (2015) found that high self-efficacy tends to be associated with a preference for mastery goals, which encompass challenges and the acquisition of new knowledge, as well as performance goals, which involve achieving high grades and surpassing peers. Additionally, Basith, Syahputra, and Ichwanto (2020) conducted a study that delved into differences in the effects of gender, years of study, and majors on academic self-efficacy. They also aimed to predict the role of academic self-efficacy in determining academic achievement. Furthermore, Musa (2020) investigated the relationship between academic self-efficacy and academic performance among university undergraduate students. This research encompassed a sample drawn from two universities, both public and private, and utilized questionnaires to measure academic self-efficacy along with the Cumulative Grade Point Average. Mehmood, Adnan, Shahzad, and Shabbir (2019) conducted a

quantitative study to examine the effects of self-efficacy on the academic performance of students at the University of the Punjab, Lahore. Taylor (2014) explored the correlation between students' self-efficacy levels and their self-reported academic grades in various subjects, including English, math, science, and social studies.

In contrast to these previous studies, the current research places a specific emphasis on the influence of self-efficacy on academic achievement among university students. What sets this study apart is its comprehensive approach, encompassing both quantitative and qualitative analyses. In addition to quantitative data analysis, this study involves in-depth interviews with students to gain insights into the magnitude and nuances of self-efficacy's impact on their academic achievements.

2. RESEARCH METHOD

The research design in this study is a mixed-methods approach combining quantitative and qualitative descriptive methods. This approach was chosen to provide a comprehensive understanding of how self-efficacy influences academic performance among first-semester students at ITB STIKOM Bali. The choice of the research location was based on accessibility and the opportunity to gather data from a diverse student population during the specified academic year.(2022/203)

A total of 40 students participated in the data collection process for this research. Furthermore, interviews were conducted with 6 students categorized under distinct conditions. The selection of 6 students for interviews in this research appears to be based on specific criteria related to their self-efficacy levels and English scores. High self-efficacy and commendable English scores (2 students), these students were selected because they represent a group that possesses both high self-efficacy and strong academic performance in English. This group may provide insights into the experiences of students who excel academically; Moderate self-efficacy but high English scores (2 students), these students were chosen to explore the experiences of students who may not have exceptionally high self-efficacy but still perform well academically in English. Their insights could shed light on the role of self-efficacy in maintaining strong academic performance; High self-efficacy but moderate English scores (2 students), the students in this category have been selected to investigate the potential challenges faced by students with high self-efficacy but only moderate English scores. Their experiences may reveal how self-efficacy influences performance in subjects where they may not excel.

The researchers administered questionnaires to these students, incorporating both open-ended and closed-ended questions tailored to extract insights about their self-efficacy and its impact on their academic achievement. The questionnaire's elements were adapted from the "Academic Self-Efficacy and Efficacy for Self-Regulated Learning" scale (adapted from Zimmerman, Bandura, & Martinez-Pons, 1992; Chemers, Hu, & Garcia, 2001).

The Likert scale model served as the foundation for the questionnaire design for this study. 20 questions on a scale of agreement make up the entire questionnaire. They were asked to score the comments that indicated their agreement with their ability to achieve well academically on the items scales. The following are the indicator scores for a Likert scale questionnaire item:

Table 1. Indicator Score of Agreement Scale

No.	Answer	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Moderate	3
4.	Disagree	2
5.	Strongly Disagree	1

A descriptive analysis of the questionnaire was performed to find the frequency of distribution for each questionnaire item. Calculated using the following formula: $p = \frac{f_i}{n} \times 100\%$

Where,
 p means percentage.
 f_i means total of frequency.
 n means number of samples.

The questionnaire is using checklist, SA (Strongly Agree) denotes very high self-efficacy, A (Agree) denotes high self-efficacy, M (Moderate) denotes moderate self-efficacy, D (Disagree) denotes low self-efficacy, and SD (Strongly Disagree) denotes very low self-efficacy. The scale is based on a standard created by Albert Bandura of students' self-efficacy in the classroom; 0-39 cannot do at all (low self-efficacy); 40-79 moderately can do (moderate self-efficacy); 80-100 highly at all can do (high self-efficacy). Self-efficacy can be seen from the score obtained through the scale. The higher the total score obtained, the higher the self-efficacy. On the contrary, the lower the score obtained, the lower the self-efficacy.

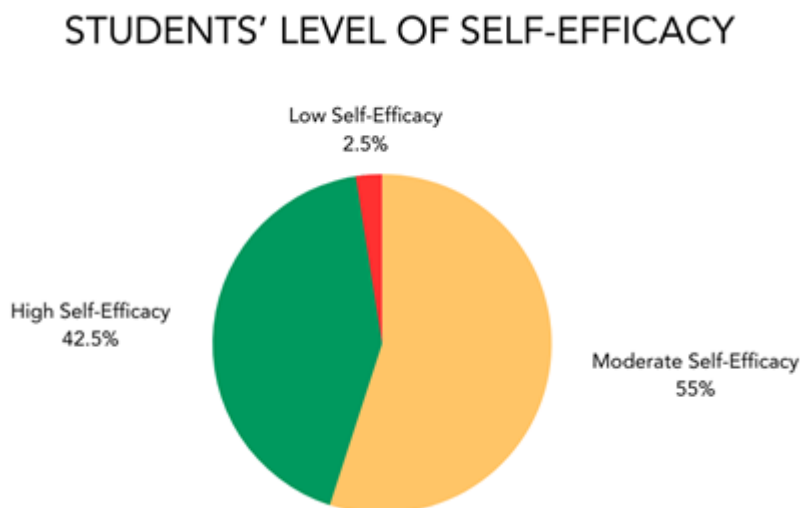
After obtaining the data, they were analyzed and categorized based on the research topic, subject, method, findings, and conclusion. The questionnaire results were made in a form of tables. It was continued with explanation containing the arguments in the present study, namely the influence of self-efficacy on students' academic achievement. After analyzing the data, the next step was presenting the result of the data in the findings and discussion. The study results are categorized based on the explanation of how the self-efficacy influence the students' academic achievement.

3. FINDINGS AND DISCUSSION

Based on the result of data analysis, there are two main focuses in this research namely the level of students' self-efficacy and the influence of students' self-efficacy on their academic achievement. The results of analysis are presented below:

The Students' Level of Self-Efficacy

The questionnaire was utilized to find out the students' level of self-efficacy. Self-efficacy scale that is used has been modified from self-efficacy scale made by Zimmerman, Bandura, and Martinez-Pons (1992); Chemers, Hu, & Garcia (2001). The questionnaires were sent to 40 participants by using Google Form. It was conducted on 21st-27th February 2023. Below are the explanation of the questionnaire results.



Picture 1. Pie Chart of Students' Level of self Efficacy

According to the information provided in Table 2, the students' self-efficacy levels were assessed and categorized into three distinct levels of motivation: low, moderate, and high. In this research study, a total of 40 students actively participated by expressing their perspectives and feelings. They did so by responding to a series of 20 statements presented in a questionnaire specifically designed to gauge their individual self-efficacy levels. The objective was to better understand how these self-efficacy levels might influence their overall academic achievement. Through their responses, these students provided valuable insights into their perceived abilities and motivation related to their academic pursuits. The data analysis shows that 42.5% of students demonstrate high self-efficacy, 55% exhibit moderate self-efficacy, while a marginal 2.5% identify with low self-efficacy. This distribution underscores the prevalence of moderate self-efficacy levels among the surveyed students, as indicated by the majority's responses in the questionnaire.

Below are the explanation of the questionnaire results.

a. Question 1 "I can finish my homework assignments by deadlines".

The data analysis reveals distinct patterns among the respondents. Out of the total surveyed population, 16 students, accounting for 40%, expressed a strong agreement with this statement. This indicates a significant portion of students possess unwavering confidence in their ability to meet assignment deadlines promptly. Further examination of the responses showcases that 20 students, constituting half of the participants, opted for the response "agree." This signifies that a substantial portion of the student body acknowledges their capability to manage their assignments within the stipulated time frame. In contrast, a smaller percentage of 7.5% of students selected "moderate," implying some uncertainty in their time management proficiency. Remarkably, none of the respondents chose the response "disagree," indicating a unanimous consensus that they possess the capacity to complete their homework assignments on time. Moreover, a minimal fraction of students, only 2.5%, indicated "strongly disagree," demonstrating a strong dissent against the notion of lacking the ability to meet assignment deadlines.

b. Question 2 "I can study when there are other interesting things to do".

The data reveals distinct perceptions among students. A solid 25% strongly agree that they can study even when appealing activities beckon, highlighting their robust focus and discipline. Additionally, 47.5% agree, indicating a considerable group adept at balancing studies with other engagements. About 22.5% responded moderately, reflecting a degree of uncertainty in managing such situations. Conversely, a minimal 2.5% each disagreed and strongly disagreed, signifying those who struggle to prioritize studying over alluring distractions. This diversity underscores the varied self-discipline levels among students. Overall, most students believe in their capacity to prioritize effectively and engage in focused study sessions despite competing attractions.

c. Question 3 "I can concentrate on my academic subjects".

The data spotlight that a majority of students, specifically the majority of respondents, opted for "agree." This outcome signifies a prevailing sentiment among students that they indeed possess the aptitude to maintain focused attention during their academic pursuits. This positive inclination underscores their recognition of the importance of sustained concentration in reaping the benefits of their educational endeavors and translating them into advantageous future professional prospects. Conversely, a notable proportion of students, about 22.5%, responded with "moderate." This group reflects a certain level of uncertainty or variability in their perceived ability to concentrate effectively. Their responses possibly reflect instances where maintaining unwavering focus proves challenging, yet they also recognize instances when they are successful in doing so. Strikingly, both "disagree" and "strongly disagree" garnered an equivalent 2.5% each. This signifies a small fraction of students who, either due to challenges or personal beliefs, find it difficult to concentrate on their academic

subjects consistently. The statement above focuses on what they believe about themselves to concentrate in studying from the subjects because it may offer more chances in their future work. The result of the data shows that most of student chose agree, 22.5% students chose moderate, both disagree and strongly disagree got 2.5%.

d. Question 4 “I can take the class note on class instruction”.

Most of students, 60% chose agree. Meanwhile, 15% students chose strongly agree about their initiative in taking the class notes of class instruction. However, 20% students chose moderate and 2.5% chose disagree while 2.5% chose strongly disagree. Furthermore, it can be concluded that most students have awareness in taking the class notes of class instruction.

e. Question 5 “I look for the sources to get information for class assignment”.

According to the students’ answer, it shows that most of student 40% chose agree, 27.5% students chose strongly agree about their initiative in taking the class notes of class instruction. However, 20% students chose moderate and 5% chose disagree while 7.5% chose strongly disagree. Furthermore, it can be concluded that most students have awareness in taking the class notes of class instruction.

f. Question 6 “I plan my academic work”.

The majority of students chose strongly agree and agree. 25% students chose strongly agree and 55% chose agree. Member of students who chose moderate only 17.5%. However, no students chose disagree. Followed by 2.5% students chose strongly disagree. It can be concluded that most of students plan their academic work.

g. Question 7 “I monitor my academic work.”

25% of students strongly agree on statement followed by 55% that said the same thing. However 17.5% students answered moderate and no students disagree. However, 2.5% students answered strongly disagree. In summary, students prefer to choose agree about the statement above. It means most of the students agree that they monitor their academic work. By monitoring their grades and performance in assignments and tests, they can identify areas where they need to improve and take steps to do so.

h. Question 8 “I remember the information presented in class and textbooks”.

It is amazing how 60% students agree that they remember everything they do in class. This is followed by 15% of students strongly agree with that statement. On the other side, 15% of students answered moderate as they do not really aware of this. Meanwhile 9% of students do not really remember the information they have gotten in class and textbook, they struggle to remember what they learned in class is because they were not paying attention in the first place.

i. Question 9 “I can arrange a place to study without distractions”.

This statement was agreed by the majority, 52.5% of students. Students eliminate any distractions from the study area, such as mobile phones, tablets, and other electronic devices that may distract them. Turn off notifications and put their phone on silent mode. However, not every students are good at studying without distractions. 10% of students disagree with the statement above, they think it is hard to study without any distraction.

j. Question 10 “I can motivate myself to do academic work”.

80% of students chose agree and strongly agree on this statement. It means most of the students have no difficulties in motivating themselves. They set clear and achievable goals for each study session. This will help them focused and motivated. Meanwhile, 15% of students answered moderate on this statements. Surprisingly, only 5% of students that answered disagree and strongly disagree. These unmotivated students feel they don't have

enough time to complete their tasks. This can lead to feelings of stress and anxiety, which can affect their motivation levels.

k. Question 11 “I participate in class discussion”.

82.5% of students chose agree and strongly agree on this statement. It means most of the students participate or take action in class discussion. Meanwhile, 15% of students answered moderate on this statements. Surprisingly, only 2.5% of students that answered strongly disagree. It can be concluded that the majority of the class listen actively and take notes. They pay attention to key points and ask questions when they need clarification. Students participate in class discussions by sharing their thoughts and ideas. They can also build on the ideas of others by asking follow-up questions or making connections to other topics.

l. Question 12 “I know how to schedule my time to accomplish my tasks”.

87.5% of students chose agree and strongly agree on this statement. It means most of the students know how to schedule their time. By managing their schedule of tasks, students can stay focused and motivated, which can lead to increased productivity and better performance. Meanwhile, 10% of students answered moderate on this statements. Surprisingly, only 2.5% of students that answered strongly disagree. By managing their schedule of tasks, students can allocate their time more effectively, ensuring that they have enough time for each task and avoiding procrastination.

m. Question 13 “I know how to take notes”.

85% of students chose agree and strongly agree on this statement. Taking notes helps students to remember important information and key concepts discussed in class. It allows them to review the material at a later time and reinforce their understanding. Meanwhile, 10% of students answered moderate on this statements. However, only 5% of students that answered disagree and strongly disagree. Taking notes can bring numerous benefits to students, including improved retention, active listening, organization, exam preparation, personalized learning, and collaboration. It is an essential part of the learning process that can help students to succeed academically and develop important skills that will be useful in their personal and professional lives.

n. Question 14 “I know how to study to perform well on tests”.

67.5% of students chose agree and strongly agree on this statement. Students study to perform well on tests because it is a way to demonstrate their understanding of the material, achieve academic success, and reach their personal and professional goals. Meanwhile, 25% of students answered moderate on this statements. However, only 7.5% of students that answered strongly disagree.

o. Question 15 “I am good at research and writing papers”.

40% of students chose agree and strongly agree on this statement. Students who have developed strong research skills such as critical thinking, analysis, and interpretation, may feel more confident in their ability to conduct research. However, the same number of students also answered moderate. Meanwhile, only 15% of students disagree and strongly disagree. Research requires a set of specific skills and techniques that may be new to students. Without prior experience or training, students may feel unsure about how to conduct research and where to start.

p. Question 16 “I am a very good student”.

Remarkably, 62.5% of students responded with agreement, either strongly or moderately, indicating a substantial proportion who view themselves as proficient students. This widespread affirmation suggests a prevailing positive self-concept among the surveyed students. Acknowledging one's academic strengths is crucial, as it forms the foundation for productive self-improvement. Recognizing areas for growth and capitalizing on personal

strengths enables students to cultivate effective study habits, refine time management skills, and seek assistance when necessary. Furthermore, setting realistic academic goals becomes more achievable when grounded in a balanced understanding of one's capabilities. Interestingly, approximately 30% of students chose the response "moderate." This group's responses reflect a moderate self-assessment, suggesting a mix of self-recognition and potential areas for improvement. Surprisingly, only 7.5% of students combined responded with "disagree" and "strongly disagree." This minority's perspective, while in the minority, signifies an essential aspect of acknowledging varying levels of self-efficacy within the student population.

q. Question 17 "I usually do very well in campus and at academic tasks".

Strikingly, a significant majority of 75.5% of students selected either "agree" or "strongly agree." This notable consensus suggests that a substantial portion of students recognize the value of active engagement in their academic journey. By participating actively in class discussions, posing questions, and immersing themselves in the subject matter, these students are likely to derive a sense of accomplishment and fulfillment from their academic experiences. This proactive approach to learning often translates into a heightened perception of academic progress. Conversely, around 20% of students responded with "moderate." This group's responses suggest a middle ground in terms of their participation level, indicating a range of involvement in class activities. Notably, only a minimal 2.5% of students indicated "strongly disagree." This subset likely encounters personal challenges such as stress, anxiety, or depression, which can significantly impact their ability to focus on their studies and actively engage in class. Consequently, their perceived academic performance may suffer, leading to a sense of disconnect from their academic experience.

r. Question 18 "I find my academic work interesting and absorbing".

A significant majority of 70% indicated agreement, either strongly or moderately, with this statement. This widespread agreement underscores the considerable proportion of students who are genuinely interested and absorbed by their academic work. This positive response suggests that when students find their subjects engaging, their motivation to learn is likely to be higher, consequently enhancing their overall sense of achievement. The positive correlation between subject enjoyment and academic achievement is well-documented in educational research. Notably, approximately a quarter of students (25%) responded with "moderate." This group's responses suggest a moderate degree of interest in their academic work, indicating some variability in engagement levels. Conversely, a combined 5% of students selected "disagree" and "strongly disagree." This minority subset is less captivated by their academic work, possibly due to the nature of the subject matter or other personal factors affecting their engagement. In essence, the findings of this survey highlight a prevailing sentiment among a significant majority of students that they indeed find their academic work interesting and absorbing. This positive perspective has the potential to positively impact their learning experiences and academic accomplishments. The varying degrees of agreement, however, signify the diverse range of student attitudes towards their academic materials, underscoring the need for educators to foster engagement and interest across the student body.

s. Question 19 "I am very capable in succeeding at this college".

72.5% of students chose agree and strongly agree on this statement. Students may feel very capable in succeeding at college due to prior academic success, support from family and friends, clear academic goals, passion for their field of study, strong study habits, and access to resources. It is important for students to maintain a positive mindset, seek help and support when needed, and continue to develop the skills and habits that will help them succeed in college and beyond. Meanwhile, 22% of the students answered moderate. This is also followed by 5% of students that answered strongly disagree.

t. Question 20 "I can motivate myself when I get down on my academic work".

80% of students chose agree and strongly agree on this statement. They feel that they can motivate themselves when they get down on their academic work by setting achievable goals, finding inspiration, taking breaks, seeking support, visualizing success, and celebrating small wins. These strategies can help students stay motivated and focused on their academic goals, even when facing challenges or setbacks. Meanwhile, 15% of the students answered moderate. This is also followed by 5% of students that answered strongly disagree.

The Influence of Self-efficacy on Students' Academic Achievement

The findings from the interview of this study collectively indicate that a significant portion of the students involved in the research exhibit notably high levels of self-efficacy across various key academic domains. Academic self-efficacy studies proposed by Bandura (1997) involves four sources of information people use for self-efficacy appraisals: (1) mastery experience; (2) vicarious experience; (3) verbal persuasion; and (4) physiological and affective which can affect a person's perception of his or her performance (Bandura, 1997).

The impact of past failures on students' self-efficacy is significant. When students encounter challenges or setbacks, their self-belief can waver, raising doubts about their abilities in future academic tasks. Respondents 1 and 3 illustrate these varying responses to failure. Respondent 1, boasting high self-efficacy and a strong academic achievement, embraces failure as a natural part of learning. They emphasize the importance of gleaning wisdom from mistakes, fostering better decision-making, and seeking guidance from teachers or peers for skill enhancement. "I often made mistakes. But I always learn from my mistakes. Mistakes help me make better choices and become more confident in the future," said Respondent 1. In a similar vein, Respondent 3, holding moderate self-efficacy but maintaining a high academic achievement, acknowledges the potential impact of failure while taking a proactive approach to surmount obstacles. They engage in reflective practices, draw lessons from errors, and actively pursue support to persevere and enhance their capabilities. Students with robust self-efficacy display impressive resilience in the face of failure. They perceive both successes and setbacks as invaluable learning opportunities that contribute to their present academic self-efficacy. They grasp the significance of ongoing learning and deriving insights from experiences in their journey to becoming self-assured students. "When I have problems, I ask for help from others. It made me more confident," said Respondent 3.

Observing others can strongly influence students' academic self-confidence. When students see their peers excel in academic tasks, it boosts their belief in their own abilities. For instance, Respondent 4, with moderate self-confidence and a high GPA, was inspired by their friends' impressive class performances. Witnessing peers confidently give presentations and excel motivated them to improve their own skills. "I think my friends are smart. Whenever I see them talking in front of the class by doing presentation or other things, it amazed me. It made me think that I should be like them," said Respondent 4. Responding to that, Respondent 5 with high self-confidence and a moderate GPA, was similarly influenced by observing others speak in public effortlessly. This observation led them to believe they could achieve similar skills. Overall, observing others significantly contributes to students' academic self-confidence, enhancing their motivation to tackle academic challenges. Educators and peers can foster this positive influence by creating a supportive environment that encourages mutual learning and celebrates success, ultimately empowering students to strive for academic excellence. "If you are confident in public, people will believe that you are very smart. I learn to be more confident from seeing successful people on YouTube," said Respondent 5.

A student's educational background greatly affects their self-confidence and habits on campus. Different backgrounds serve as models that enhance self-management skills. Respondent 3, with moderate self-confidence and a high academic achievement, noted that education alone isn't the sole source of confidence, but educated individuals often have more self-assurance due to their knowledge. "Educated people often feel more secured because they have the knowledge," said Respondent 3. Meanwhile, Respondent 5 with high self-

confidence and a moderate academic achievement, believed that a strong educational foundation made socializing in academic contexts easier and boosted self-confidence. "When you know a lot of things because of your education, it's easier to join academic discussions with confidence," said Respondent 5. Overall, educational backgrounds significantly impact students' self-confidence and development. Recognizing this influence empowers students to navigate challenges with confidence, setting a strong foundation for their future growth.

Family and friends are also important in motivating students to build self-confidence and support their academic goals. Respondent 2 with high self-efficacy and high academic achievement shared, "My family always supports my decisions, giving me confidence. They believe in me." Additionally, Respondent 6 with high self-efficacy and moderate academic achievement mentioned, "My parents and friends always support me. They said to never lose any chance, just do my best. It's like fishing, just throw the bait, you will never know you might get the big fish." These students agreed that external factors, including family, friends, and the environment, shape their academic self-confidence.

In essence, the data underscores the pivotal role of self-efficacy in shaping students' academic behaviors and ultimately influencing their achievements. Specifically, it suggests that students who maintain robust self-efficacy beliefs tend to consistently exhibit more effective academic practices and behaviors. These individuals are more adept at managing their time efficiently, maintaining focused attention during their studies, taking comprehensive and organized notes, and actively seeking out additional information to enhance their understanding of course material. This positive relationship between self-efficacy and academic behaviors implies that students with strong self-efficacy beliefs are better equipped to navigate the challenges of their academic journey. Their proactive and confident approach to learning and problem-solving can significantly contribute to their overall academic success. In contrast, students with lower self-efficacy in specific areas may benefit from targeted interventions or support to bolster their confidence and skills in those domains, ultimately enhancing their academic performance.

According to the questionnaire findings, all students in the second semester at ITB STIKOM Bali had at least moderate levels of self-efficacy, with some students exhibiting high self-efficacy. Notably, no students with high self-efficacy have low academic achievement, and none of the students with high academic achievement have low self-efficacy. This demonstrates that self-efficacy is positively correlated with academic achievement. The results suggest that students with higher levels of self-efficacy are more likely to attain higher academic achievement.

This study reveals that many students exhibit high levels of self-efficacy across various academic domains, influencing their academic behaviors and achievements positively. This conclusion aligns with Albert Bandura's theory (1991), which emphasizes the importance of self-efficacy in shaping individuals' behaviors and outcomes. The conclusion's findings regarding the impact of past experiences, observations, educational background, and environmental support align with the key principles of Bandura's theory, emphasizing the importance of self-efficacy in academic achievement and personal development.

4. CONCLUSION AND SUGGESTIONS

Drawing upon the extensive research findings and the comprehensive discussions presented in the preceding chapter, the study's results illuminate a significant portrayal of students' self-efficacy levels within the context of the second semester at ITB STIKOM Bali. The data analysis shows that 42.5% of students demonstrate high self-efficacy, 55% exhibit moderate self-efficacy, while a marginal 2.5% identify with low self-efficacy. This distribution underscores the prevalence of moderate self-efficacy levels among the surveyed students, as indicated by the majority's responses in the questionnaire.

Moreover, interviews unveil the pivotal role of self-efficacy in shaping students' academic achievements. Two critical factors, motivation and confidence, combined with the establishment and careful monitoring of academic plans, serve as the cornerstones through which self-efficacy catalyzes students' academic accomplishments. Students universally acknowledge that self-efficacy plays a pivotal role in steering them toward their academic

aspirations, emphasizing a positive correlation between self-efficacy and the likelihood of realizing academic goals. As self-efficacy becomes stronger, the likelihood of achieving academic goals increases, impacting all students.

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