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Self-efficacy, Teacher's Attitude, and English Language Learning Achievements

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ABSTRACT: Student's learning achievement is affected by internal and external factors. This study aimed to discover the relationship between self-efficacy and teachers' attitudes with SMP N (State Junior High School) 1 Bantul student learning achievement in English language subjects. The self-efficacy variable is considered the internal factor, while the teacher's attitude is one of the external factors. This study is quantitative research using the non-experimental research design and correlational approach. The research population involved 320 students of Grade VIII of SMP N 1 Bantul, selected using the cluster random sampling technique. The research data were collected using the self-efficacy scale adapted from Gafoor & Ashraf (2006), the teacher's attitude scale compiled by Yuzarion (2014), and students' final semester examination grades from the Even Semester Year 2022/2023. The data analysis technique applied to analyze these data was multiple linear regression using the assistance of the SPSS application. In the minor hypothesis testing, an R-value of .539 was obtained for the self-efficacy variable, and .690 for the teacher attitude variable with a probability value of .000. Based on the results of multiple regression analysis for the major hypothesis, an R-value of .701 was obtained with a probability value of .000. These results mean that there is a strong relationship between self-efficacy and teacher attitudes towards student's learning achievement. The effective contribution separately for the self-efficacy variable is 8.8% and 40.3% for the teacher attitude variable. The total effective contribution is 49.1%, with the remaining 50.9% influenced by other variables not discussed in this research.

INTRODUCTION

English is a mandatory subject that must be studied starting from the junior high school level. Additionally, English is a subject that is tested in the Regional Education Standardization Assessment, which replaces the National Examination for junior high school students in D.I Yogyakarta. In Indonesia, students study English from the first grade of junior high school to the university level. However, students' mastery of English is still very limited. Learning English is considered relatively difficult because it requires mastery of several skills. According to Maulina (2021), learning English is still considered difficult for students, especially among junior high school students. Unfortunately, the importance of the English subject is not reflected in the low learning outcomes of students in

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schools. This is because English is primarily viewed as a foreign language, and students do not use it in everyday life as a means of communication.

The 2018 PISA national report reveals that students' reading ability in Indonesia is the weakest among the three areas tested, namely science, mathematics, and reading (Kemdikbud, 2018). This data illustrates that students' reading ability in Indonesia is still low. Furthermore, reading is one of the four main skills in language subjects, including English. In addition, the results of the first-semester assessment for the 2021/2022 academic year, obtained from the Bantul Regency Youth and Sports Education Office, indicate that student achievement in English lessons is still relatively low, especially among students at SMP Negeri 1 Bantul. The average score in Grade 8 for the English subject at SMP Negeri 1 Bantul is 66.14. Only 4 out of the ten groups in Grade 8 were able to exceed the school average. According to the deputy principal for curriculum at SMP Negeri 1 Bantul, the indicator of learning success in a subject is when 75% of students achieve an average score. In conclusion, the learning achievement of grade 8 students at SMP Negeri 1 Bantul in English is still relatively low.

The success of education in schools can be assessed based on the extent to which the goals are achieved. This can generally be identified through the students' learning achievements. According to Sunandar et al. (2022), a student's learning achievement, encompassing cognitive, affective, and psychomotor aspects, serves as the performance standard within the learning process. Students' learning achievements, which include learning activities, can be assessed through tests to evaluate their academic performance. Assessment is conducted to determine the extent to which students have successfully followed the learning process provided by teachers.

Learning achievement refers to the mastery of knowledge or skills developed through subjects, typically demonstrated by test scores or grades assigned by the teacher. One common assessment technique used by educational institutions is tests (Suharman, 2018). An indicator of achievement is the cognitive aspect, which is measured through written and oral tests (Syafi'I et al., 2018). Learning that aligns with predetermined plans and objectives tends to yield good learning achievements. However, not all students can maximize their potential because achieving good learning outcomes is influenced by various factors. Learning achievement can be impacted by two factors: external and internal (Wahid, 2018). External factors encompass elements external to the student, such as the family environment, teachers, peers, and the school environment (Arsoniadi et al., 2021). Meanwhile, internal factors are those within students, including self-efficacy, emotional intelligence, learning motivation, and interest in learning (Aswin & Rusli, 2019). This research focuses on one of the internal factors influencing students' learning achievement, namely self-efficacy. According to Bandura (1982), self-efficacy significantly influences a person's learning achievement and serves as the most influential predictor of academic performance (Jamain & Makaria, 2020).

Self-efficacy pertains to an individual's self-belief in their ability to take action. Bandura (1986) first introduced the self-efficacy theory, which is defined as personal beliefs regarding the ability to accomplish certain goals (Yoestara & Putri, 2019). According to Akhtar & Perveen (2022), self-efficacy is the belief in one's own ability to carry out tasks and achieve goals in all areas. The self-efficacy of students influences their goals, activities, efforts, and persistence in carrying out learning activities in the classroom. Individuals with high self-efficacy can effectively plan and successfully complete tasks (Bandura, 1982). Therefore, it can be emphasized that students with positive self-efficacy will harbor positive thoughts about their abilities in performing tasks.

Academic self-efficacy refers to students' belief in their ability to complete academic tasks. According to Bandura (1982), self-efficacy is an individual's belief in carrying out a given task and achieving goals. It is a multidimensional construct (Bhati et al., 2022). Consequently, in the realm of education, student confidence is within the academic work dimension, which contributes to academic self-efficacy (Gafoor & Ashraf, 2006). Based on Bandura's social cognitive theory (Bandura,

1986), (Gafoor & Ashraf, 2006) developed 12 dimensions of academic efficacy. The academic dimensions of personal factors include (1) understanding, (2) reading, (3) memory, (4) time management, and (5) goal orientation. Within the behavioral factor, there are dimensions (6) learning process and (7) exams. Meanwhile, in environmental factors, there are dimensions (8) curricular activities, (9) teacher and student relationships, (10) peer relationships, (11) resource utilization, and (12) adjustment (Tasha et al., 2023).

Student learning achievement is influenced not only by internal factors but also by external factors, such as the student's social environment. These environmental factors can encompass interactions with family, parents, school, and teachers. The focus of this study, and a highly influential factor in learning success, is the teacher (Syafi'I et al., 2018). Teachers play a crucial role in children's education at school, as their teaching methods, behavior, and actions significantly impact their students (Ikhwan, 2021). As the controllers and managers of the class, teachers must demonstrate good attitudes, particularly in their approach to teaching. The relationship between teachers and students during the teaching and learning process is a key determining factor. The professional abilities and role of teachers, the quality of the curriculum, educational infrastructure and facilities, costs, climate, and school management all greatly influence the educational process at school to enhance student learning achievement (Kardo & Yuzarion, 2017). In the learning process, teachers must employ effective teaching methods to ensure that students remain interested and engaged.

Additionally, teachers can implement strategies to motivate students, encouraging them to be more enthusiastic about learning and achievements. Teachers can also adopt roles akin to those of peers, such as providing support and a listening ear to students' concerns, in order to foster trust and connect with students (Rahmanda et al., 2023). This has a significant influence on student achievement in learning. The effective attitudes and actions used by teachers can ultimately cultivate positive self-confidence in their students' learning activities (Gourneau, 2012). There are five teacher attitudes towards students in the learning process, namely: showing concern and kindness, sharing responsibility, being sensitive to accepting diversity, increasing individualized instruction, and encouraging creativity (Gourneau, 2012).

A good teaching attitude will also elicit positive behavior from students towards the teacher, leading to a dynamic and more successful learning process. Research conducted by Kardo & Yuzarion (2017) demonstrates that teachers who adopt a supportive attitude towards students in the learning process are those who excel at fostering student creativity, demonstrating sensitivity to student diversity, and exhibiting concern and kindness in teaching. This earns teachers high respect as they are seen to have contributed to students' success at school. When students are content with their teacher, they are more likely to enjoy the lesson, highlighting the impact of the teacher's attitude on student engagement.

Rationale of Current Study

Several previous studies have explored the same variables as this research. Tasha et al. (2023) conducted correlational research involving a sample of 70 high school students, with results indicating a moderate and positive correlation between self-efficacy and English learning achievement. This finding aligns with research by Ducay & Alave (2021), which demonstrates a relationship between self-efficacy and learning outcomes in Mathematics subjects. Given the background of the existing problem, the researcher reviewed the relationship between teacher self-efficacy and attitudes and students' learning achievement in English at the junior high school level.

Study Aims and Hypotheses

This study aimed to determine whether a relationship exists between self-efficacy and teacher attitudes and students' English learning achievement. The primary hypothesis in this research posits

that there is a relationship between self-efficacy and teacher attitudes and students' English learning achievement. Furthermore, the minor hypotheses of this research include 1) there is a relationship between self-efficacy and students' English learning achievement and 2) there is a relationship between teacher attitudes and students' English learning achievement.

METHODS
Design

This research adopted a quantitative approach with a non-experimental design. The type of research used is expost-facto. In ex post-facto research there are no controlling variables, the independent variables are not manipulated, and there is no treatment. The researcher did not carry out any treatment on the emergence of variables regarding the events that had occurred, namely the students' low English learning achievement. In this research, a correlational research design was used, because this research aims to test the relationship of a variable to other variables that have occurred naturally in one group of research subjects.

Ethical Compliance

The approval to conduct this study was obtained from 1 Bantul Junior High School, Faculty of Psychology and ethics committee of Ahmad Dahlan University. The students gave their informed consent in writing when they fill the questionnaire.

Participants

The study's population comprised 320 Grade VIII students of SMP Negeri 1 Bantul from 10 classes. The selection of class VIII students as the research population was based on the consideration that they had been junior high school students for an extended period (more than one year) and had therefore studied English for a substantial duration. Sampling was conducted using a cluster random sampling technique, resulting in a sample of 219 students.

Measures

The data for this study were collected using two types of psychological scales: the self-efficacy scale and the teacher attitude scale. Meanwhile, the student learning achievement variables were measured using the original final assessment scores for semester 1 of the English subject for the 2022/2023 academic year. The self-efficacy scale utilized in this research was adapted from the scale developed by Gafoor & Ashraf (2006), which is based on Bandura (1982) self-efficacy theory and is situated within the framework of social cognitive theory. This scale refers to three factors: personal factors, habitual factors, and environmental factors. It was designed with the concept that student self-efficacy in each component of academic work contributes to their overall academic self-efficacy. The rating scale ranges from 1 to 4 and has a reliability value of .90. This measuring instrument scale comprises 40 items, including 20 favorable items and 20 unfavorable items.

The unfavorable item assesses 12 dimensions in the academic field, including the learning process, reading, comprehension, memory, curricular activities, time management, teacher-student relationships, resource utilization, peer relationships, goal orientation, adjustment, and exams. To measure teachers' attitudes towards students, researchers adopted a scale compiled by Yuzarion (2014), which refers to the five indicators of teacher attitudes proposed by Gourneau (2012): showing good concern, sharing responsibility, being sensitive to accepting diversity, improving individual instruction, and encouraging creativity. This measuring instrument scale comprises 40 items with a rating scale of 1-4 and a reliability value of .954. In this study, the validity of the teacher attitude scale items was not tested, considering that the measuring instrument is general and meets the criteria for a measuring instrument that is classified as high.

Data Analysis

The data analysis employed in this research was the multiple linear regression analysis technique, which aimed to examine the relationship of one or more independent variables with one dependent variable. The data were analyzed using SPSS (Statistical Package for Social Science) v.22 for Windows data processing software. The researchers conducted assumption tests, including normality tests, linearity tests, and multicollinearity tests, to verify whether the collected data met the requirements for correlation. Additionally, these tests were used to determine whether the data could be analyzed parametrically or non-parametrically.

RESULTS AND DISCUSSION
Results

Before collecting data, the researcher validated the measuring instrument by assessing it through expert judgment and testing the scale to obtain good validity and reliability results. The trial subjects consisted of 92 students from Grades VIII B, VIII C, and VIII H of SMP N 1 Bantul. The filled-in scales were scored and tabulated, and the trial data was then analyzed.

The academic self-efficacy scale, adapted from (Gafoor & Ashraf, 2006), was tested for its appropriateness or content relevance. In this study, researchers utilized content validity to test the validity of the measuring instruments used. Content validity is estimated through testing the test content with rational analysis or professional judgment (Azwar, 2019). Professional judgment is provided by individuals with expertise in their field. Therefore, the researcher sought input from three lecturers to assess the appropriateness regarding content validity and to determine the extent to which the content of the test and the construct to be measured were appropriate. From the validation test of the academic self-efficacy scale, 7 items were found to be invalid, while 33 items were valid, with the lowest value being .75 and the highest value being 1. It can be concluded that the scale items on the academic self-efficacy scale have high validity. Furthermore, testing the reliability of measuring instruments can be carried out through trials.

Instrument testing was carried out by distributing questionnaires offline. The trial subjects consisted of 92 students from Grades VIII C, VIII D, and VIII H, who were not selected as research subjects. The self-efficacy scale obtained a Cronbach's Alpha value of .914, with corrected item correlation ranging from .264 to .666. The trial data analysis showed that there were 33 valid items and no invalid items. On the other hand, the teacher attitude scale received a Cronbach's Alpha value of .940, with corrected item correlation ranging from .110 to .781. The trial data analysis yielded 39 valid items and 1 invalid item, namely item number 7, with an R value of .162, which is less than the R Table (R Table = .267) from the previous 40 items. After testing the instrument, the research was conducted on 219 Grade VIII students of SMP N 1 Bantul who had three semesters of experience learning English. The research sample was asked to fill out a questionnaire according to their actual situation.

The classical assumption test has been carried out as a condition for conducting hypothesis testing and consists of a normality test, linearity test and multicollinearity test. We first conducted data assumption tests, namely normality and linearity. Results revealed that both assumption tests were met. The researchers then proceeded multicollinearity test and the results are summarized in Table 1.

Table 1 indicates a tolerance value of .585 for the two independent variables, self-efficacy and teacher attitude, which exceeds the threshold of .10 (tol > .10), and a Variance Inflation Factor (VIF) value of 1.708 (VIF < 10). This suggests that there is no multicollinearity present in the two independent variables, meeting the prerequisites for hypothesis testing.

Table 1. Summary of Research Hypotheses Testing Result

| Variable | Learning Achievement | | | | | |
	R	R²	F	Sig.	Tolerance	VIF
Self Efficacy, Teacher's Attitude	.701	.491	104.201	.000	-	-
Self Efficacy					.585	1.708
Teacher's Attitude					.585	1.708

In this research, significant hypothesis testing was conducted using multiple linear regression analysis, which yielded a probability value (sig. F change) of .00. With the significance value of .000 < .01, it implies a highly significant relationship between self-efficacy and teacher attitudes towards the English learning achievement of Grade VIII students at SMP N 1 Bantul. Furthermore, the correlation coefficient (R value) stands at .701. According to the guidelines for the degree of correlation, a value of .61-.80 falls within the strong correlation category. Consequently, based on this analysis, it can be inferred that there exists a highly significant and strong relationship between the variables under study. Thus, the major hypothesis posited by the researcher can be accepted. The results of the simultaneous multiple regression analysis test are also presented in Table 1.

An F-test was conducted based on the condition that the significance value is less than .01 or F-count is greater than F-table, indicating an influence of variable X on variable Y simultaneously. According to the results of the analysis in the table above, a significance value of .000 < 3.037. The fundamental provisions demonstrate a highly significant relationship between self-efficacy and teacher attitudes simultaneously towards English learning achievement. Meanwhile, the coefficient of determination value (R square/R2) is .491, which equates to 49.1% as a percentage. This indicates that the combined contribution of the variables self-efficacy (X1) and teacher attitude (X2) to English learning achievement (Y) is 49.1%. The remaining percentage was influenced by other variables not examined in this research.

Minor hypothesis testing is conducted through partial analysis. The analysis results reveal that two minor hypotheses were accepted in this research. The partial analysis results for each independent variable are presented in Table 2.

Based on the table of results from the first minor hypothesis test regarding the self-efficacy variable and its impact on learning achievement, the Sig. (p) value is .000 (p < .01). Furthermore, the correlation coefficient (r-value) for the self-efficacy variable is .539. In line with the guidelines for the degree of correlation, this result falls within the range of .41 − .6, indicating a correlation in the medium category. These findings demonstrate a highly significant relationship between the self-efficacy variable and English learning achievement. Consequently, it can be inferred that the first minor hypothesis proposed by the researcher is accepted, affirming a very significant relationship between self-efficacy and students' English learning achievement.

The results of the second minor hypothesis test, focusing on the teacher's attitude variable towards learning achievement, produced a Sig. (p) value of .000 (p < .01). Additionally, the r value for the teacher attitude variable was .690. Considering the guidelines for the degree of correlation, a value falling within the range of .61 − 0.80 indicates a correlation in the strong category. These findings strongly indicate that the teacher attitude variable holds a highly significant relationship with English learning achievement. Consequently, the second minor hypothesis proposed by the

Table 2. Partial Analysis Results

Models	r	Sig.	Results
Self-efficacy	.539	.000	Hypothesis Accepted
English Learning Achievement			
Teacher's Attitude	.690	.000	Hypothesis Accepted
English Learning Achievement			

Table 3. Effective Contribution Test Results

Variables	Beta	Sig. (p)	Zero Order	effective contribution
Self-Efficacy	.163	.011	.539	8.8%
Teacher's Attitude	.585	.000	.690	40.3%

researcher is accepted, affirming a strong relationship between teacher attitudes and students' English learning achievement.

Self-efficacy and teacher attitude combined contribute effectively by 49.1% (R2 x 100%) to English learning achievement. To ascertain the individual effective contribution of each independent variable to the dependent variable, the researchers employed the effective contribution formula (beta x zero order x 100%). The specifics of the contribution of each independent variable to the dependent variable are delineated in Table 3.

Based on the table provided, it is evident that the effective contribution of the self-efficacy variable to English learning achievement is 8.8%. On the other hand, the effective contribution of the teacher attitude variable to English learning achievement is 40.3%. This data indicates that self-efficacy makes a relatively smaller contribution compared to teacher attitude, as self-efficacy accounts for 8.8% while teacher attitude accounts for a significantly higher 40.3% of the variance in English learning achievement. Therefore, it can be concluded that the teacher attitude variable has a much higher contribution to English learning achievement compared to the self-efficacy variable.

Based on the results of this analysis, it can be concluded that the two factors are positively and significantly correlated with learning achievement. The correlation coefficient value indicates that the correlation falls within the strong category. Therefore, it can be inferred that there is a robust relationship between the variables under study.

Discussion

Self-efficacy is a belief in oneself that significantly influences personal goals and motivation in achieving success. On the other hand, the teacher's attitude towards students is a reflection of the teacher's supportive (positive) or non-supportive (negative) stance towards nurturing the students for whom they are responsible. It also describes the extent to which students can feel accepted at a school (Kardo & Yuzarion, 2017).

It can be stated that a teacher's positive attitude towards students will have a positive impact on student achievement, which in turn can determine the students' future education. When these two factors are optimized, optimal learning achievement can be attained. The findings of this research align with one of the factors that influence learning achievement, as noted by Nurhasanah & Sobandi (2016), who stated that student learning achievement is influenced by two factors: internal factors and external factors of students. In this research, self-efficacy is an internal factor stemming from within the student, while teacher attitude is an external factor not originating from within the student.

The results of the first minor test indicate a highly significant relationship between self-efficacy and students' English learning achievement, thus leading to the acceptance of the first minor hypothesis proposed by the researcher. Generally, Grade VIII students at SMP Negeri 1 Bantul exhibit self-efficacy in the medium category. This research demonstrates that, in part, the efficacy variable is positively related to student learning achievement. This finding is consistent with the research conducted by Suryani et al. (2020), which reveals that self-efficacy exerts a positive influence on learning achievement. This implies that the higher the student's self-efficacy, the greater their learning achievement will be. This notion is supported by the study of Maulani et al. (2020), titled "The Contribution of Self-Efficacy to Mathematics Learning Achievement in High School Students," which discovered that self-efficacy had a positive impact on enhancing Mathematics learning achievement.

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The analysis of the second minor hypothesis reveals a highly significant relationship between the teacher attitude variable and students' English learning achievement, thus warranting the acceptance of the second minor hypothesis in this study. In contrast to the self-efficacy variable, the teacher attitude variable in this study falls within the strong category. These findings are supported by research conducted by Yuzarion (2017), which asserts that teachers' attitudes towards students' impact students' learning achievement. In this research, students perceived the teacher's attitude positively, indicating that the teacher's demeanor exhibited kindness and concern for learning, thereby positively influencing student learning achievement. This is consistent with the findings of research conducted by Fahrudin (2018), which indicates that teacher attitudes have an impact on student learning motivation, subsequently influencing learning achievement. This suggests that a teacher's favorable attitude, as perceived by students, can enhance students' learning motivation and lead to improved learning achievements.

Additionally, other research by Simatupang (2017) also demonstrates a positive correlation between teacher attitudes and student learning achievement in the field of Citizenship Education studies. Furthermore, the study by Sunandar et al. (2022) reveals a strong, significant, and unidirectional correlation between teacher attitudes and student learning achievement. These findings collectively indicate that when the teacher exhibits a positive attitude in teaching, students' learning achievement will also improve.

The individual effective contribution of the self-efficacy variable to learning achievement is 8.8%, whereas the effective contribution of the teacher attitude variable to learning achievement is 40.3%. In this research, the effective contribution of the self-efficacy variable exhibits a lower value compared to the teacher attitude variable. One contributing factor to the lower self-efficacy variable is that the students in the sample experienced a period of distance learning during the Covid-19 pandemic. The shift to distance learning during the pandemic has brought about significant impacts and changes, as the delivery of material by teachers was not always clear. Consequently, students' comprehension of the material suffered, leading to suboptimal completion of assignments and experiencing difficulties. Furthermore, the substantial number of assignments given by teachers resulted in task overload, causing a decrease in student self-efficacy (Affa et al., 2022).

The combined effective contribution of the two independent variables to the dependent variable is 49.1%, with the remaining 50.9% effective contribution to learning achievement influenced by other variables not addressed in this research. Based on the data obtained, it is evident that teacher attitudes exhibit a stronger relationship with English learning achievement.

Implications

The implications of the present findings are far reaching especially among junior high school, teachers, and also the students. This study, therefore, shows that social support for students especially from the teacher is very important. Teachers should realize that their role in learning activity is needed. They should be professional to teach and guide their students. The school management can provide some training about teacher attitude in teaching and learning to reach the learning objective perfectly.

Limitation for Future Research

This research has several limitations. Several obstacles were experienced in this research, one of which was that the researcher used the term "agree" in scoring the self-efficacy scale. The term used in scoring should be "appropriate" because self-efficacy is an individual's attitude. It is recommended for future researchers to use the correct terms in scoring a scale that measures an individual's attitude. Regarding the strengths, this study is one of the few studies in Indonesia that

have investigated English Subject as second language for Indonesian especially junior high school students.

CONCLUSION

The results of this research lead to the conclusion that there exists a highly significant relationship between self-efficacy and teacher attitudes towards the learning achievements of English students at SMP Negeri 1 Bantul, both when considered simultaneously and individually. In light of these findings, it can be affirmed that the hypothesis proposed by the researcher is valid. In general, student self-efficacy at SMP Negeri 1 Bantul falls within the medium category, while the teacher attitude variable is categorized as strong. This indicates that teacher attitudes exhibit a stronger and more dominant relationship compared to the self-efficacy variable.

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