

BUKTI DATA REGISTRASI ARTIKEL, PEER REVIEW & BUKTI KORESPONDENSI ARTIKEL JOURNAL SINTA 2

Bulletin of Counseling and Psychotherapy
<https://journal.kurasinstitute.com/index.php/bocp>

Judul artikel : **Self-efficacy, Teacher's Attitude, and English Language Learning Achievements**

Jurnal : Bulletin of Counseling and Psychotherapi

Penulis : **Rizky Allivia Larasati Haibar & Yuzarion Yuzarion**

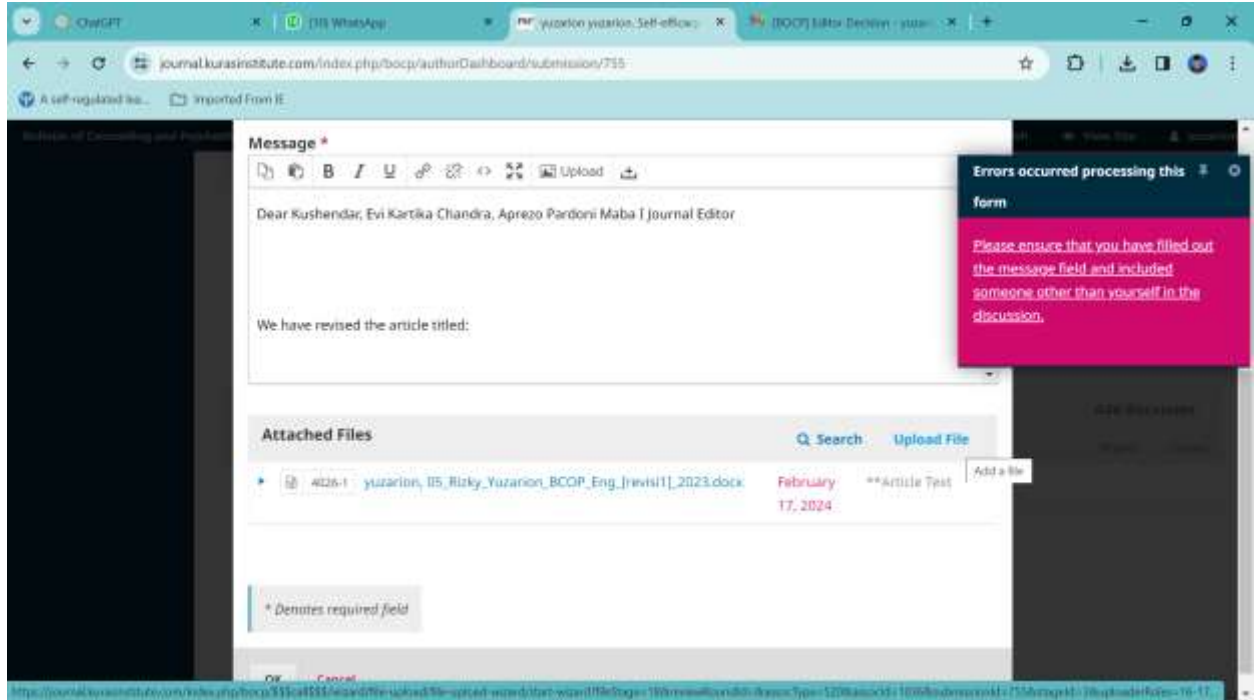
(Haibar, R. A. L., & Yuzarion, Y. (2024). Self-Efficacy, Teacher's Attitude, and English Language Learning Achievements. Bulletin of Counseling and Psychotherapy, 6(1). <https://doi.org/10.51214/00202406755000>)

TABEL KORESPONDENSI

No.	Prihal	Tanggal
1	Bukti konfirmasi submit artikel dan artikel yang disubmit	21 Desember 2023
2	Bukti konfirmasi review dan hasil review pertama [JPSI] Editor Decision	10 Februari 2024
3	Bukti konfirmasi submit revisi Revisi Artikel Yuzarion dan tim	17 Februari 2024
4	Bukti konfirmasi Accept Submission [JPSI] Editor Decision	17 Februari 2024
5	Bukti konfirmasi artikel accepted	19 Februari 2024
6	Bukti konfirmasi artikel published online	19 Februari 2024

Bukti Submit:

Bukti 21 Des 2023, 09.11



Dear Kushendar,

Thank you for your email and for providing an update on the status of our submission to the Bulletin of Counseling and Psychotherapy, titled "Self-efficacy, Teacher's Attitude, and English Language Learning Achievements".

We appreciate the time and effort taken by the reviewers and editorial office to evaluate our manuscript. We have noted that revisions are required, and we will carefully review the attached comments and suggestions provided by the reviewers and editorial team.

We understand the importance of addressing these revisions promptly and will endeavor to submit the revised version within the given timeframe of four weeks. However, we acknowledge that resubmission does not guarantee acceptance for publication, and we will strive to ensure that the revised manuscript meets the necessary standards.

Once again, thank you for your feedback and guidance throughout this process. We are committed to improving the quality of our work and look forward to the opportunity to enhance our manuscript for consideration in the Bulletin of Counseling and Psychotherapy.

Kind regards,

Yuzarion
Rizky Allivia Larasati Haibar
yuzarion@psy.uad.ac.id
ralhaibar@gmail.com
085272708064

Dear Kushendar, Evi Kartika Chandra, Aprezo Pardoni Maba I Journal Editor

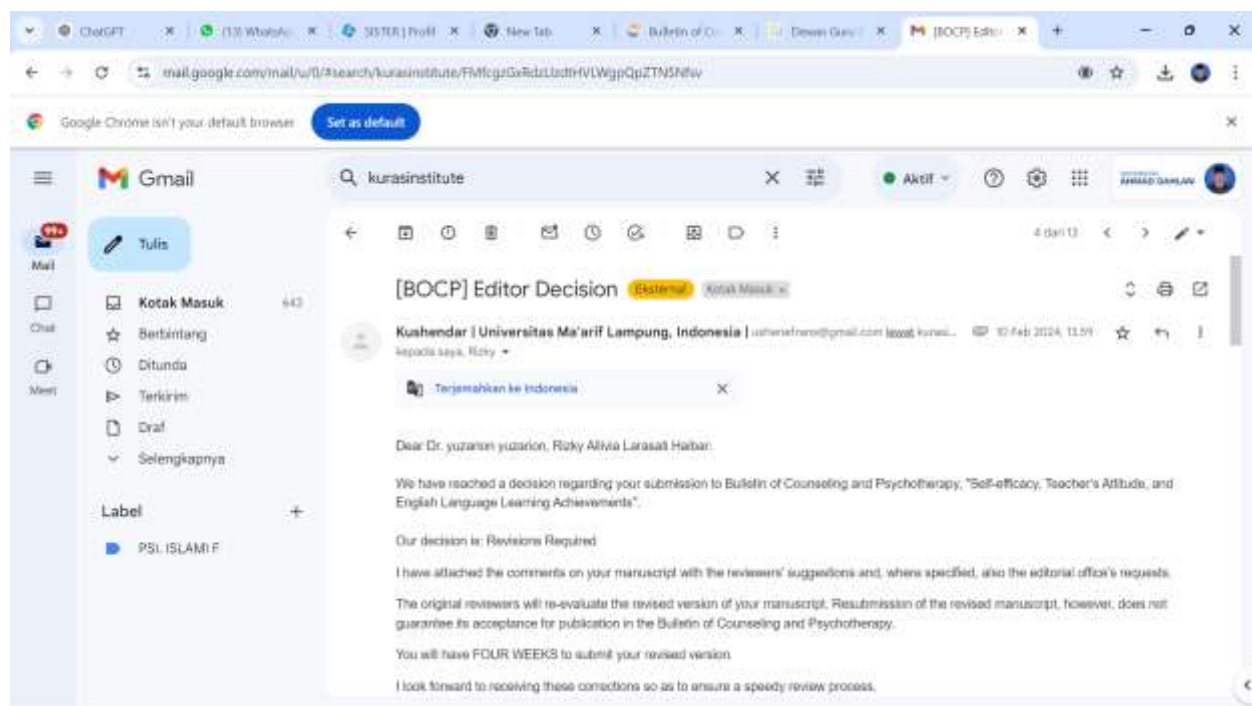
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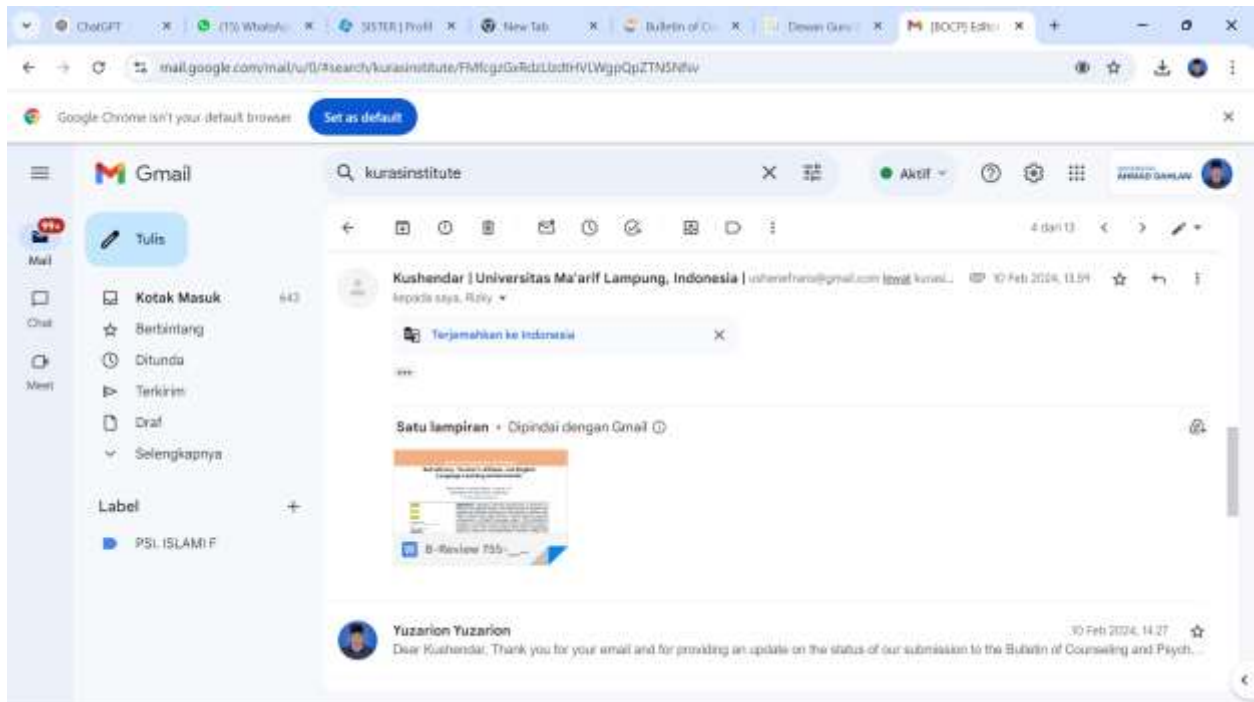
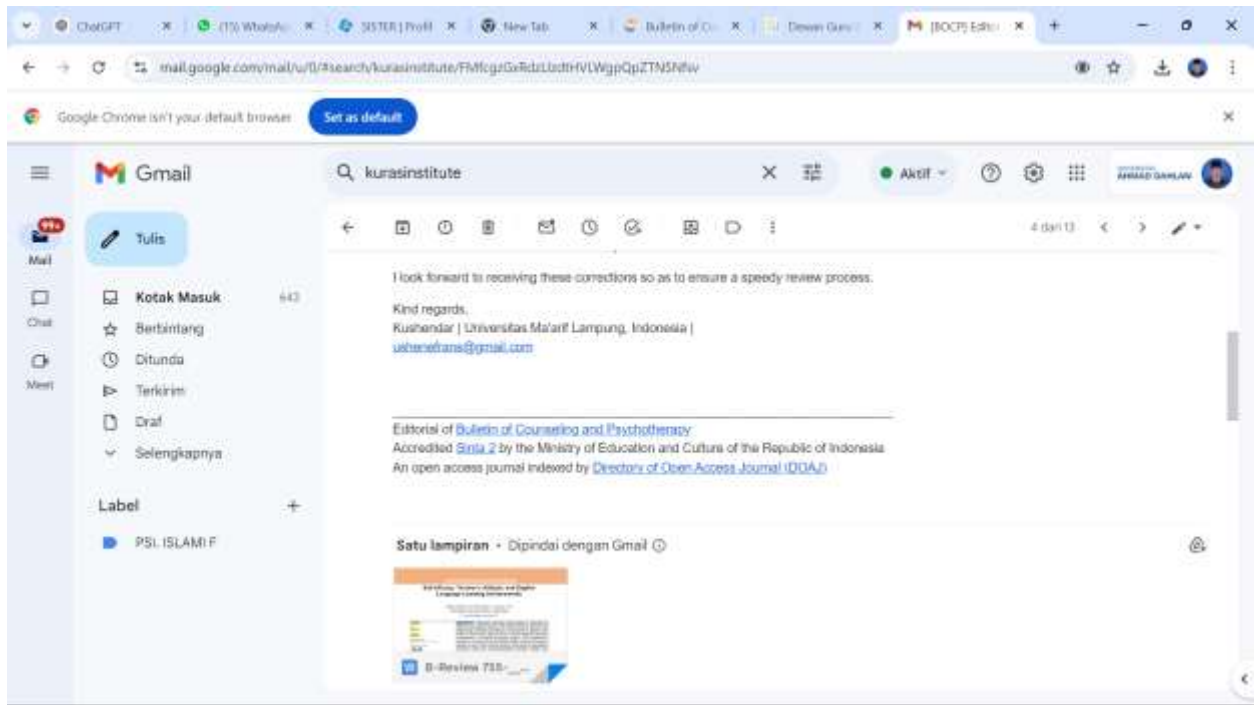
Self-efficacy, Teacher's Attitude, and English Language Learning Achievements

We sincerely hope that this article will be accepted, processed, and published in the Bulletin of Counseling and Psychotherapy, early 2024 edition.

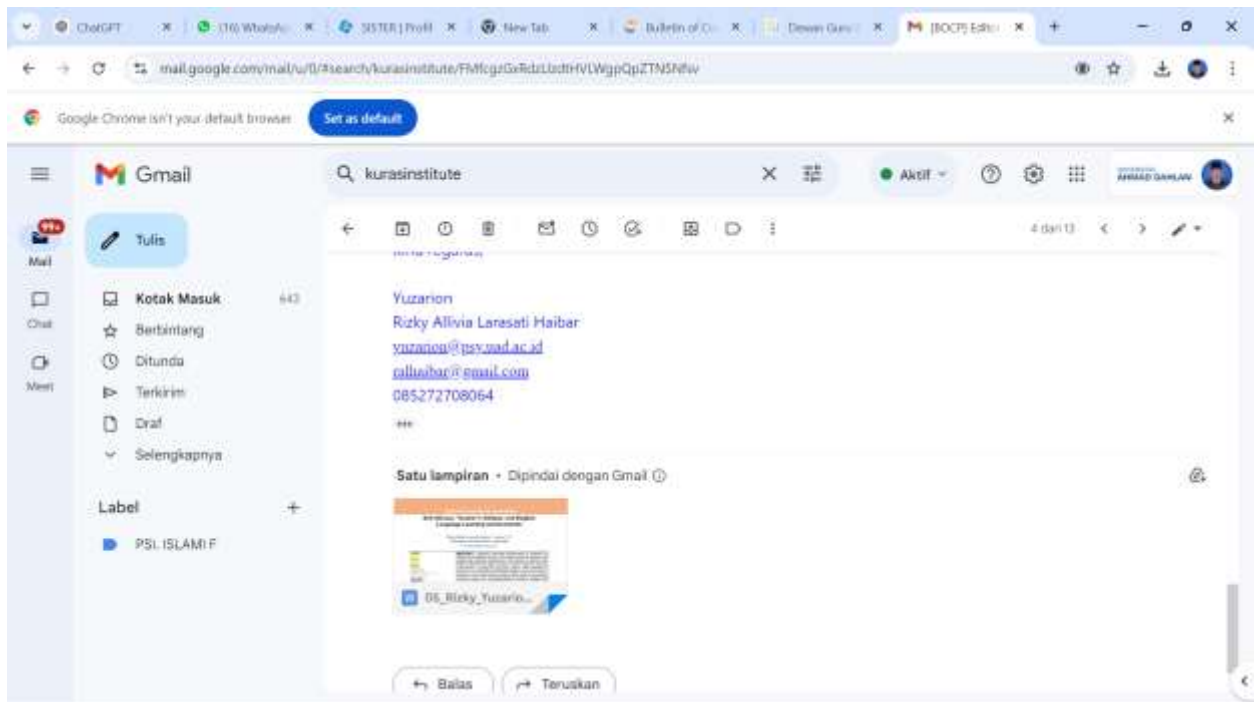
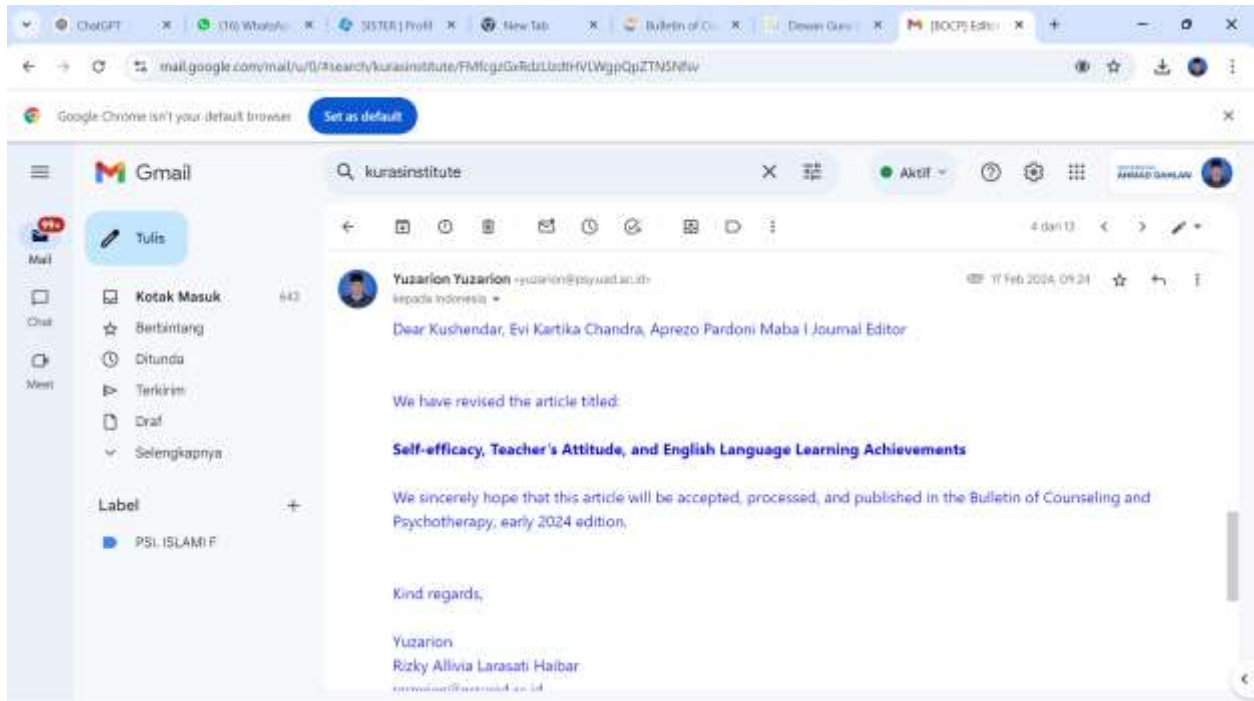
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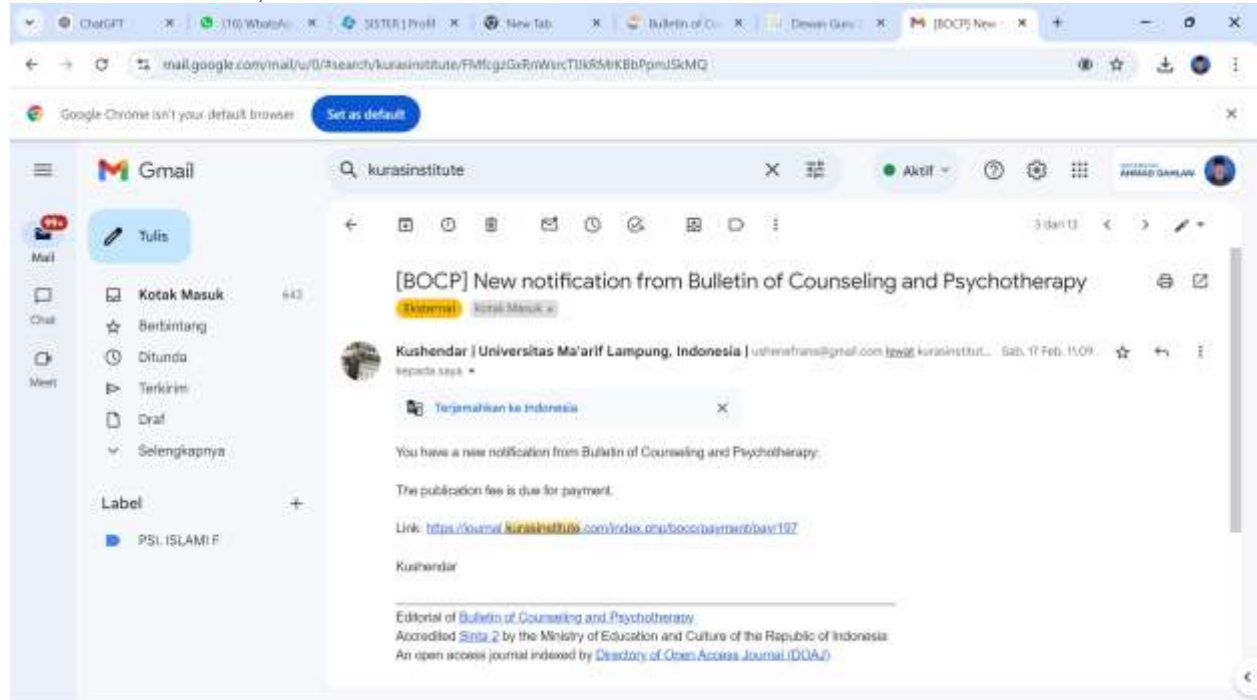




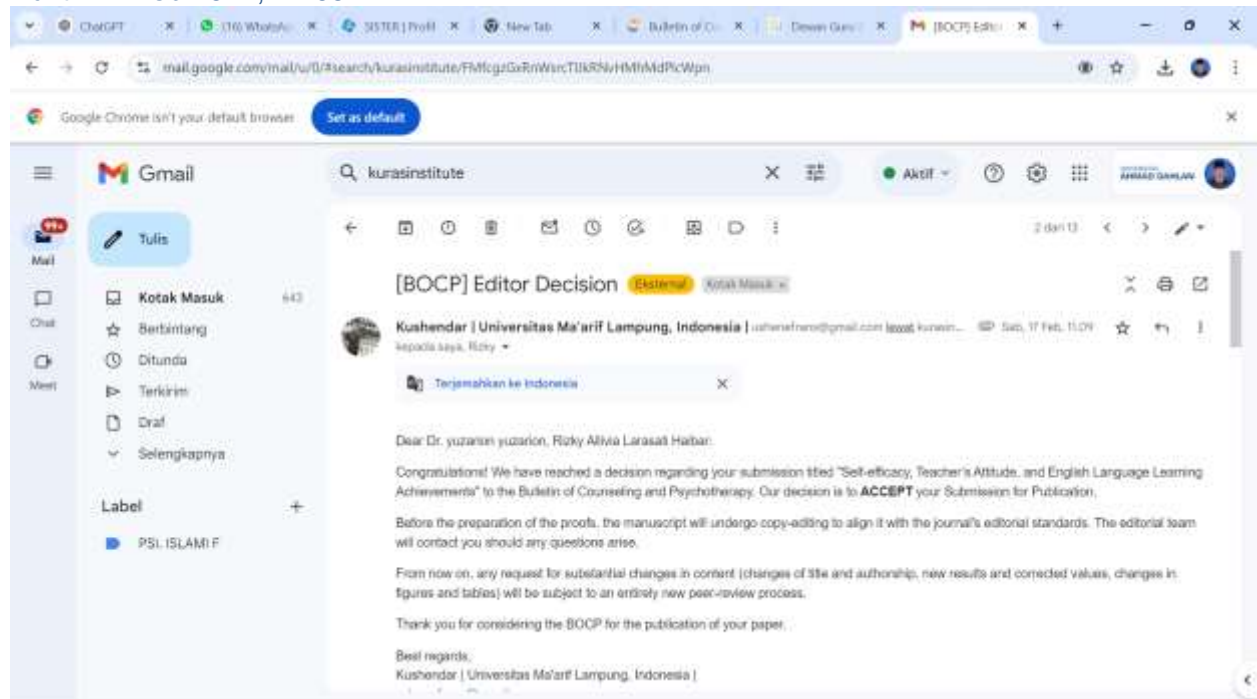
Bukti 10 Feb 2024, 09.24

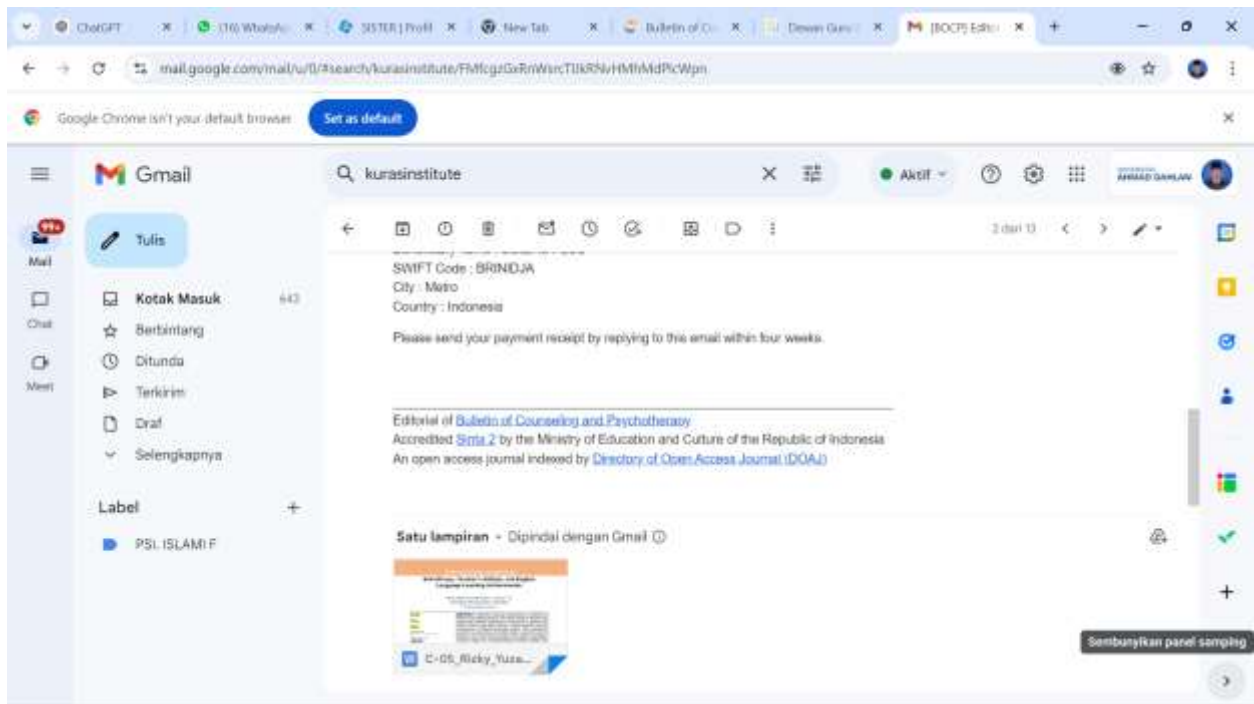
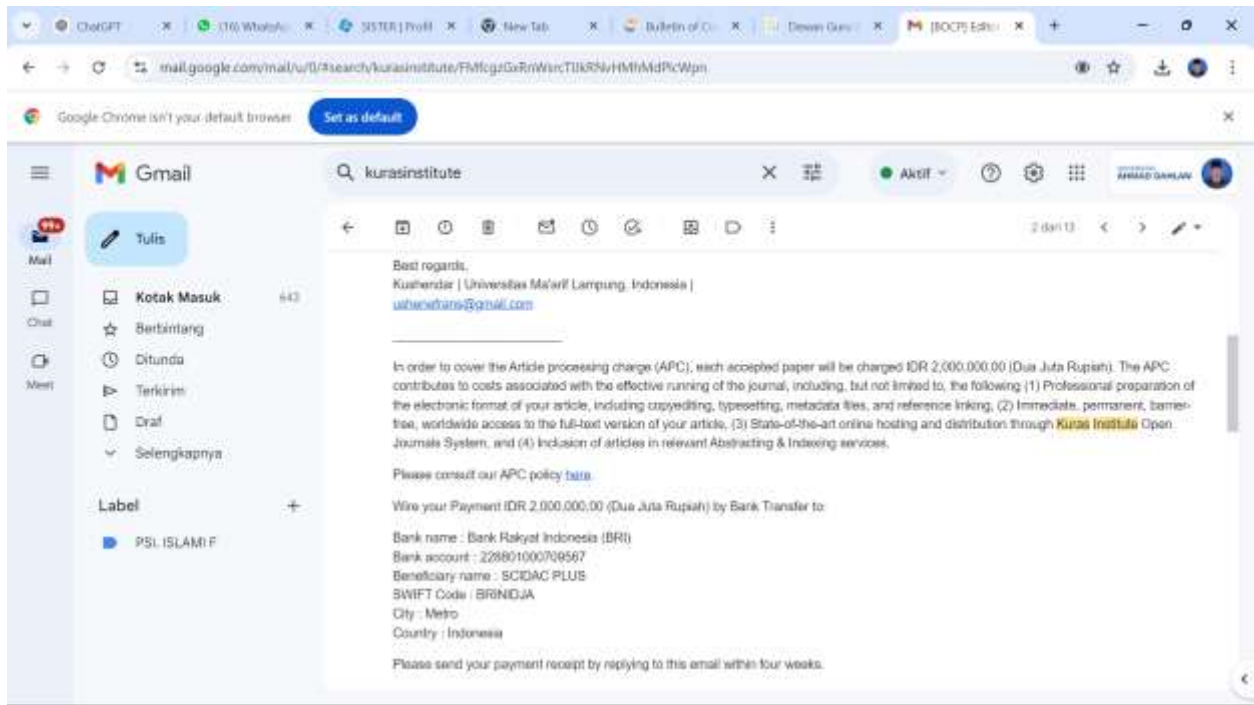


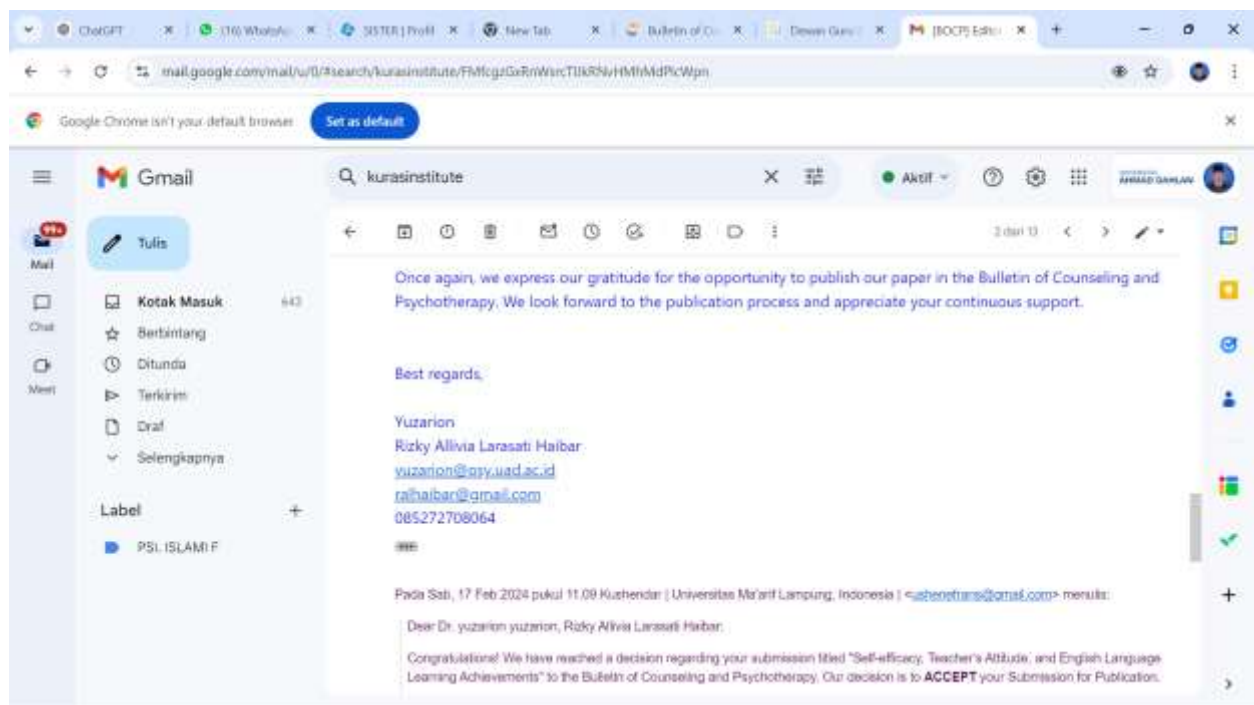
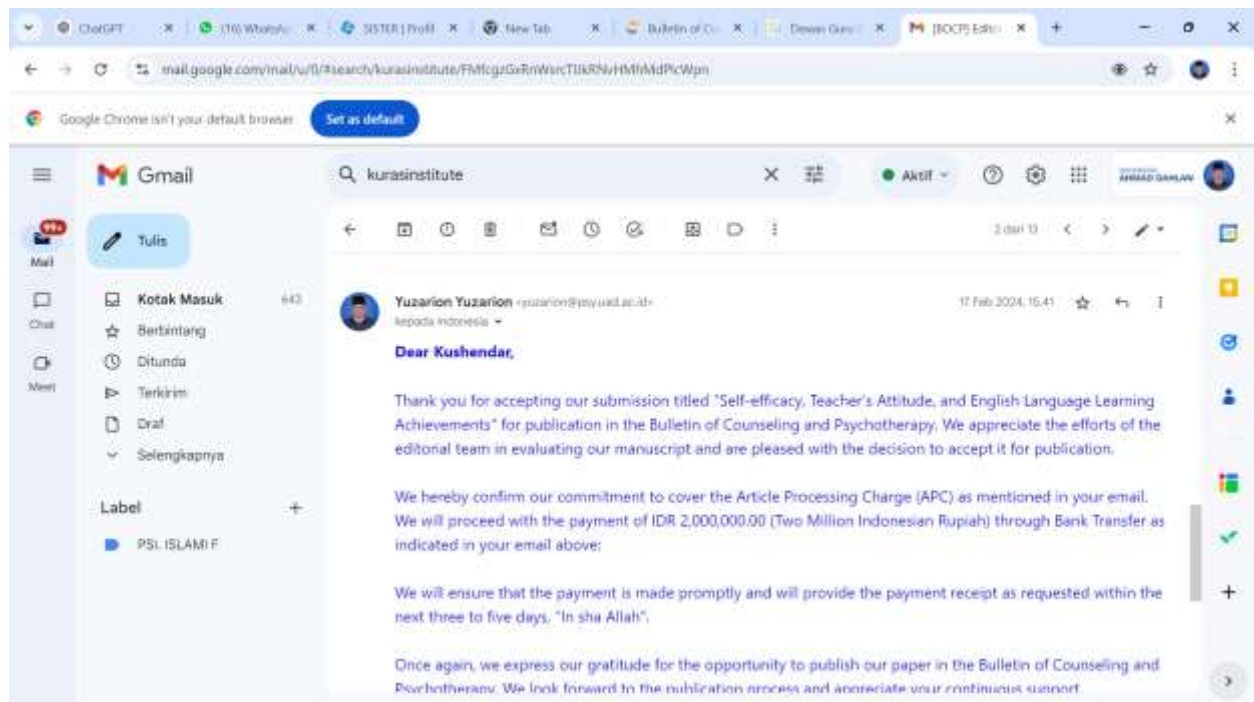
Bukti 17 Feb 2024, 11.09



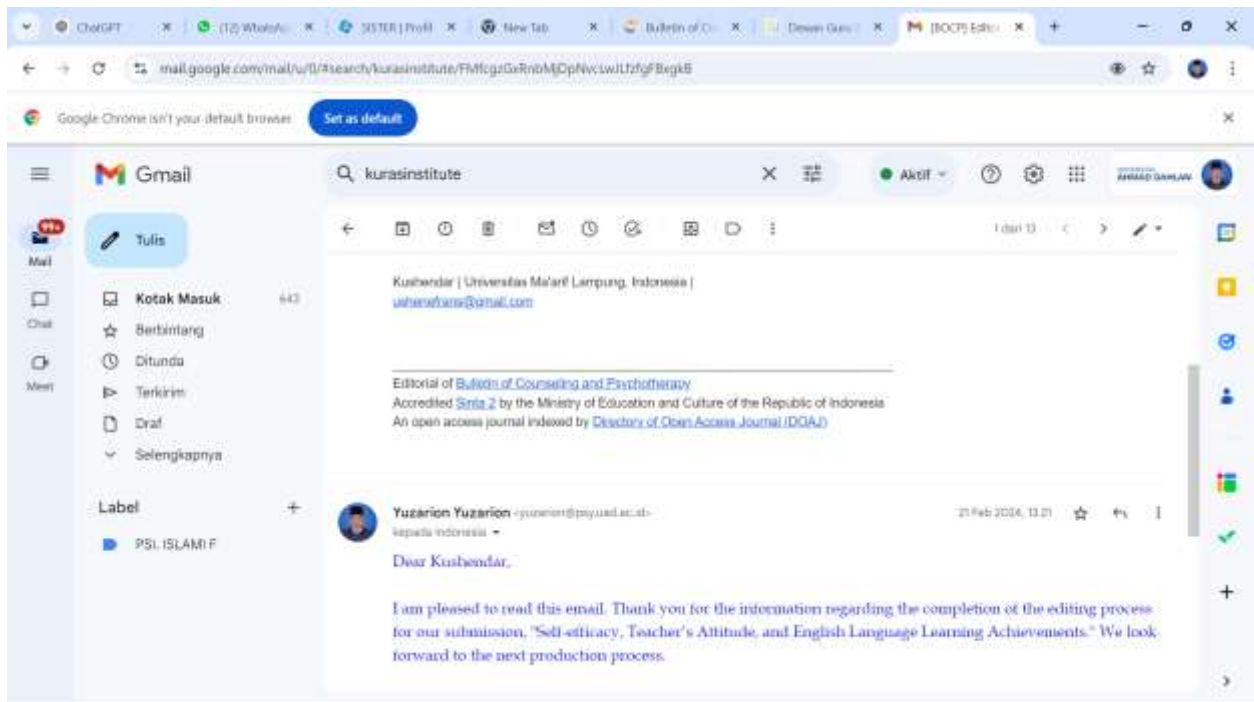
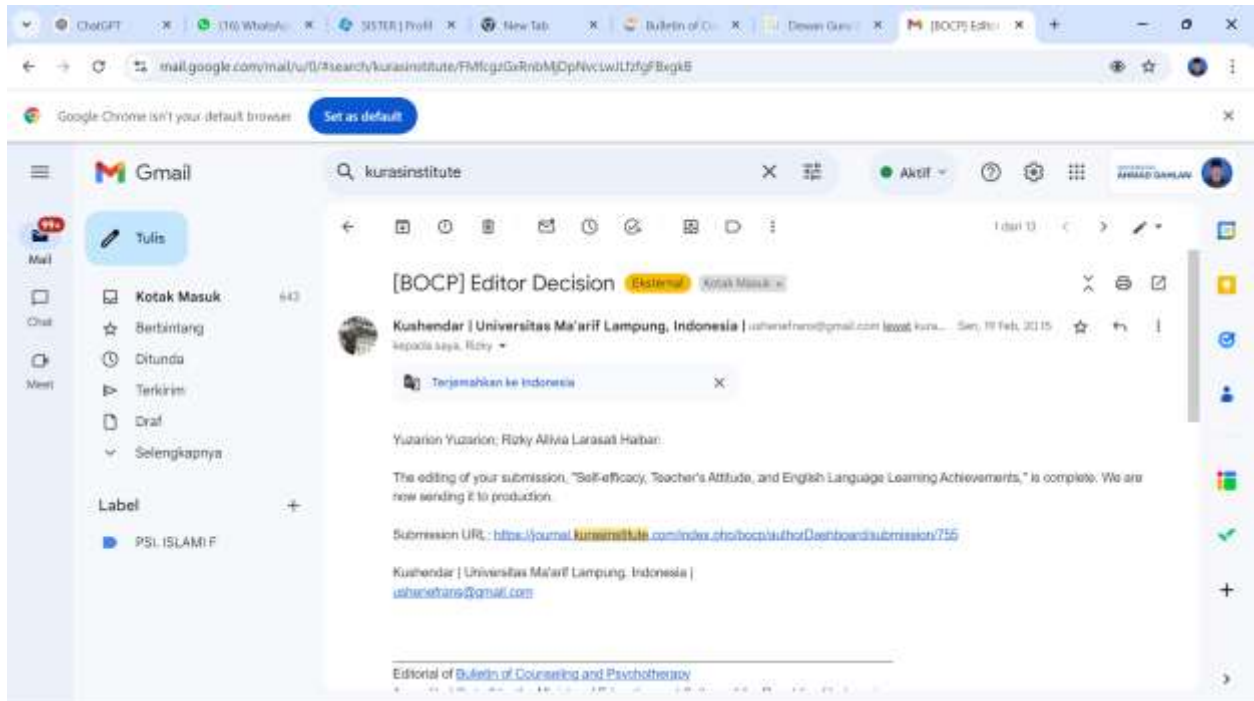
Bukti 17 Feb 2024, 11.09

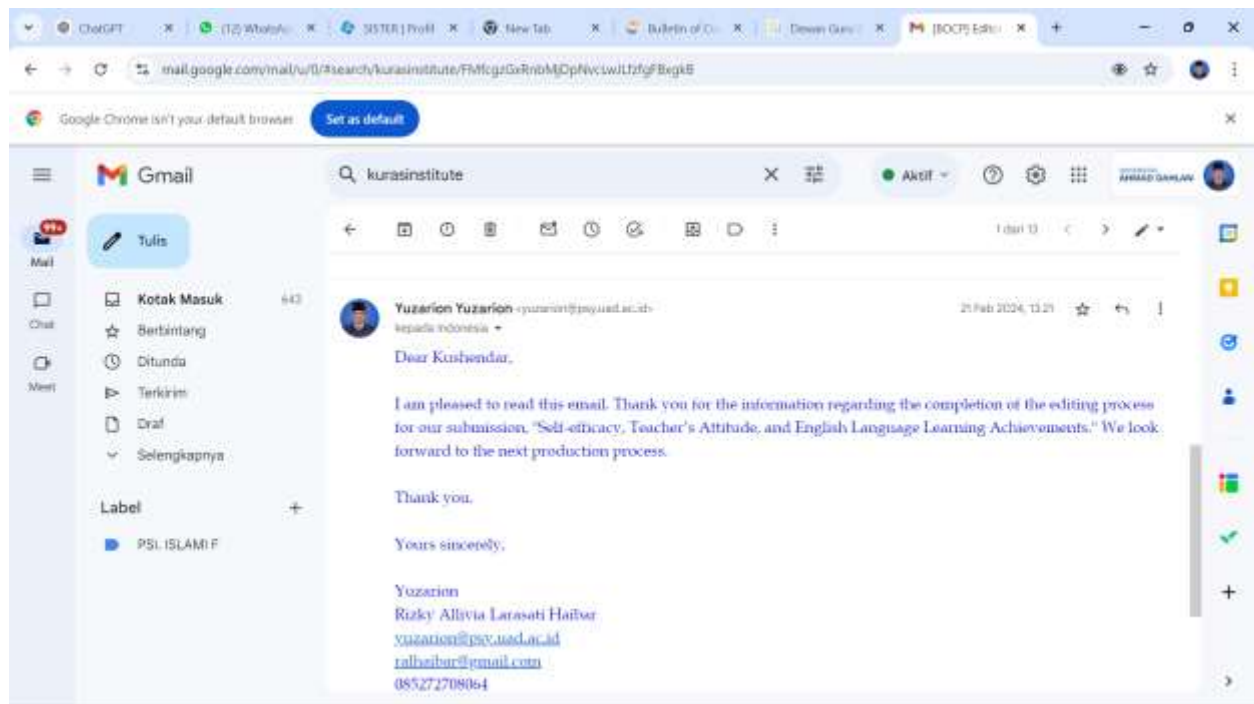






Bukti 19 Feb 2024, 20.15





Lampiran 1 Korespondensi

Lampiran 2 Artikel Submit

Lampiran 3 Artikel Revisi

[BOCP] Editor Decision

4 pesan

Kushendar | Universitas Ma'arif Lampung, Indonesia | <ushenefrans@gmail.com> 10 Februari 2024 pukul 13.59
Kepada: yuzarion yuzarion <yuzarion@psy.uad.ac.id>, Rizky Allivia Larasati Haibar <ralhaibar@gmail.com>

Dear Dr. yuzarion yuzarion, Rizky Allivia Larasati Haibar:

We have reached a decision regarding your submission to Bulletin of Counseling and Psychotherapy, "Self-efficacy, Teacher's Attitude, and English Language Learning Achievements".

Our decision is: Revisions Required

I have attached the comments on your manuscript with the reviewers' suggestions and, where specified, also the editorial office's requests.

The original reviewers will re-evaluate the revised version of your manuscript. Resubmission of the revised manuscript, however, does not guarantee its acceptance for publication in the Bulletin of Counseling and Psychotherapy.

You will have FOUR WEEKS to submit your revised version.

I look forward to receiving these corrections so as to ensure a speedy review process.

Kind regards,
Kushendar | Universitas Ma'arif Lampung, Indonesia |
ushenefrans@gmail.com

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 **B-Review 755-__Article Text-3837-1-4-20231230 (1).docx**
108K

Kushendar | Universitas Ma'arif Lampung, Indonesia | <ushenefrans@gmail.com> 10 Februari 2024 pukul 13.59
Kepada: yuzarion yuzarion <yuzarion@psy.uad.ac.id>, Rizky Allivia Larasati Haibar <ralhaibar@gmail.com>

[Kutipan teks disembunyikan]

 **B-Review 755-__Article Text-3837-1-4-20231230 (1).docx**
108K

Yuzarion Yuzarion <yuzarion@psy.uad.ac.id> 10 Februari 2024 pukul 14.27
Kepada: "Kushendar | Universitas Ma'arif Lampung, Indonesia |" <ushenefrans@gmail.com>

Dear Kushendar,

Thank you for your email and for providing an update on the status of our submission to the Bulletin of Counseling and Psychotherapy, titled "Self-efficacy, Teacher's Attitude, and English Language Learning Achievements".

We appreciate the time and effort taken by the reviewers and editorial office to evaluate our manuscript. We have noted that revisions are required, and we will carefully review the attached comments and suggestions provided by the reviewers and editorial team.

We understand the importance of addressing these revisions promptly and will endeavor to submit the revised version within the given timeframe of four weeks. However, we acknowledge that resubmission does not guarantee acceptance for publication, and we will strive to ensure that the revised manuscript meets the necessary standards.

Once again, thank you for your feedback and guidance throughout this process. We are committed to improving the quality of our work and look forward to the opportunity to enhance our manuscript for consideration in the Bulletin of Counseling and Psychotherapy.

Kind regards,

Yuzarion
Rizky Allivia Larasati Haibar
yuzarion@psy.uad.ac.id
ralhaibar@gmail.com
085272708064
[Kutipan teks disembunyikan]

Yuzarion Yuzarion <yuzarion@psy.uad.ac.id>

17 Februari 2024 pukul 09.24

Kepada: "Kushendar | Universitas Ma'arif Lampung, Indonesia |" <ushenefrans@gmail.com>

Dear Kushendar, Evi Kartika Chandra, Aprezo Pardoni Maba | Journal Editor

We have revised the article titled:

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

We sincerely hope that this article will be accepted, processed, and published in the Bulletin of Counseling and Psychotherapy, early 2024 edition.

Kind regards,

Yuzarion
Rizky Allivia Larasati Haibar
yuzarion@psy.uad.ac.id
ralhaibar@gmail.com
085272708064
[Kutipan teks disembunyikan]



05_Rizky_Yuzarion_BCOP_Eng_[revisi1]_2023.docx
73K

[BOCP] New notification from Bulletin of Counseling and Psychotherapy

1 pesan

Kushendar | Universitas Ma'arif Lampung, Indonesia | <ushenefrans@gmail.com>

17 Februari 2024 pukul 11.09

Balas Ke: Kushendar <ushenefrans@gmail.com>

Kepada: yuzarion yuzarion <yuzarion@psy.uad.ac.id>

You have a new notification from Bulletin of Counseling and Psychotherapy:

The publication fee is due for payment.

Link: <https://journal.kurasinstitute.com/index.php/bocp/payment/pay/197>

Kushendar

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[BOCP] Editor Decision

2 pesan

Kushendar | Universitas Ma'arif Lampung, Indonesia | <ushenefrans@gmail.com> 17 Februari 2024 pukul 11.09
Kepada: yuzarion yuzarion <yuzarion@psy.uad.ac.id>, Rizky Allivia Larasati Haibar <ralhaibar@gmail.com>

Dear Dr. yuzarion yuzarion, Rizky Allivia Larasati Haibar:

Congratulations! We have reached a decision regarding your submission titled "Self-efficacy, Teacher's Attitude, and English Language Learning Achievements" to the Bulletin of Counseling and Psychotherapy. Our decision is to **ACCEPT** your Submission for Publication.

Before the preparation of the proofs, the manuscript will undergo copy-editing to align it with the journal's editorial standards. The editorial team will contact you should any questions arise.

From now on, any request for substantial changes in content (changes of title and authorship, new results and corrected values, changes in figures and tables) will be subject to an entirely new peer-review process.

Thank you for considering the BOCP for the publication of your paper.

Best regards,
Kushendar | Universitas Ma'arif Lampung, Indonesia |
ushenefrans@gmail.com

In order to cover the Article processing charge (APC), each accepted paper will be charged IDR 2,000,000,00 (Dua Juta Rupiah). The APC contributes to costs associated with the effective running of the journal, including, but not limited to, the following (1) Professional preparation of the electronic format of your article, including copyediting, typesetting, metadata files, and reference linking, (2) Immediate, permanent, barrier-free, worldwide access to the full-text version of your article, (3) State-of-the-art online hosting and distribution through Kuras Institute Open Journals System, and (4) Inclusion of articles in relevant Abstracting & Indexing services.

Please consult our APC policy [here](#).

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SWIFT Code : BRINIDJA
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Please send your payment receipt by replying to this email within four weeks.

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 **C-05_Rizky_Yuzarion_BCOP_Eng_[revisi1]_2023.docx**
73K

Yuzarion Yuzarion <yuzarion@psy.uad.ac.id>

17 Februari 2024 pukul 15.41

Kepada: "Kushendar | Universitas Ma'arif Lampung, Indonesia |" <ushenefrans@gmail.com>

Dear Kushendar,

Thank you for accepting our submission titled "Self-efficacy, Teacher's Attitude, and English Language Learning Achievements" for publication in the Bulletin of Counseling and Psychotherapy. We appreciate the efforts of the editorial team in evaluating our manuscript and are pleased with the decision to accept it for publication.

We hereby confirm our commitment to cover the Article Processing Charge (APC) as mentioned in your email. We will proceed with the payment of IDR 2,000,000.00 (Two Million Indonesian Rupiah) through Bank Transfer as indicated in your email above:

We will ensure that the payment is made promptly and will provide the payment receipt as requested within the next three to five days, "In sha Allah".

Once again, we express our gratitude for the opportunity to publish our paper in the Bulletin of Counseling and Psychotherapy. We look forward to the publication process and appreciate your continuous support.

Best regards,

Yuzarion

Rizky Allivia Larasati Haibar

yuzarion@psy.uad.ac.id

ralhaibar@gmail.com

085272708064

[Kutipan teks disembunyikan]

[BOCP] Editor Decision

2 pesan

Kushendar | Universitas Ma'arif Lampung, Indonesia | <ushenefrans@gmail.com> 19 Februari 2024 pukul 20.15
Kepada: Yuzarion Yuzarion <yuzarion@psy.uad.ac.id>, Rizky Allivia Larasati Haibar <ralhaibar@gmail.com>

Yuzarion Yuzarion; Rizky Allivia Larasati Haibar:

The editing of your submission, "Self-efficacy, Teacher's Attitude, and English Language Learning Achievements," is complete. We are now sending it to production.

Submission URL: <https://journal.kurasinstitute.com/index.php/bocp/authorDashboard/submission/755>

Kushendar | Universitas Ma'arif Lampung, Indonesia |
ushenefrans@gmail.com

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Yuzarion Yuzarion <yuzarion@psy.uad.ac.id> 21 Februari 2024 pukul 13.21
Kepada: "Kushendar | Universitas Ma'arif Lampung, Indonesia |" <ushenefrans@gmail.com>

Dear Kushendar,

I am pleased to read this email. Thank you for the information regarding the completion of the editing process for our submission, "Self-efficacy, Teacher's Attitude, and English Language Learning Achievements." We look forward to the next production process.

Thank you.

Yours sincerely,

Yuzarion
Rizky Allivia Larasati Haibar
yuzarion@psy.uad.ac.id
ralhaibar@gmail.com
085272708064

[Kutipan teks disembunyikan]

Efikasi Diri, Sikap Guru dan Prestasi Belajar Bahasa Inggris

Rizky Allivia Larasati Haibar, Yuzarion* 

Universitas Ahmad Dahlan, Indonesia

 yuzarion@psy.uad.ac.id*

Submitted:

2023-12-05

Revised:

2024-00-00

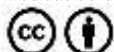
Accepted:

2024-00-00

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2656-1050

ABSTRACT: *Student's learning achievement is affected by internal and external factors. This study aimed to discover the relationship between self-efficacy and teacher's attitude with SMP N 1 Bantul student's learning achievement in English Language subject. The self-efficacy variable is considered as the internal factor, while the teacher's attitude is one of the external factors. This study is a 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 self-efficacy scale, teacher's attitude scale, and students' final semester examination grades from the Even Semester Year 2022/2023. The data analysis technique applied to analyze these data was the multiple linear regression using the assistance of SPSS application. In the minor hypothesis testing, an R value of 0.539 was obtained for the self-efficacy variable and 0.690 for the teacher attitude variable with a probability value of 0.000. Based on the results of multiple regression analysis for the major hypothesis, an R value of 0.701 was obtained with a probability value of 0.000. This 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.*

KEYWORDS: *Self-efficacy, teacher's attitude, English Language learning achievement*

PENDAHULUAN

Bahasa Inggris merupakan mata pelajaran wajib yang harus dipelajari mulai dari jenjang Sekolah Menengah Pertama (SMP). Selain itu, Bahasa Inggris juga menjadi mata pelajaran yang diujikan dalam Asesmen Standarisasi Pendidikan daerah (ASPD), sebuah asesmen pengganti Ujian Nasional bagi siswa SMP di D.I Yogyakarta. Di Indonesia, Bahasa Inggris dipelajari oleh siswa secara bertahap dari kelas satu sekolah menengah pertama hingga tingkat universitas. Meski demikian, penguasaan bahasa Inggris siswa masih sangat terbatas. Selain karena merupakan bahasa asing, pembelajaran Bahasa Inggris juga dipandang sebagai pembelajaran yang tergolong sulit karena terdapat beberapa kemampuan yang harus dikuasai oleh siswa. Muliana (2021) mengatakan bahwa hingga saat ini belajar Bahasa Inggris masih tergolong sulit bagi para siswa, terutama dikalangan siswa tingkat SMP. Sayangnya, fakta mengenai pentingnya mata pelajaran Bahasa Inggris berbanding terbalik dengan hasil belajar siswa di sekolah yang masih rendah. Hal tersebut dikarenakan Bahasa

Inggris hanya digunakan sebagai bahasa asing dan siswa tidak menggunakannya dalam kehidupan sehari-hari sebagai alat komunikasi.

Laporan nasional PISA pada tahun 2018 menunjukkan bahwa bidang kemampuan membaca siswa di Indonesia adalah yang terlemah diantara ketiga bidang kemampuan yang diujikan yaitu sains, matematika, dan membaca (Kemdikbud, 2018). Data PISA ini menggambarkan kemampuan membaca siswa di Indonesia masih berkompentensi rendah. Padahal, membaca merupakan salah satu dari empat keterampilan pokok dalam mata pelajaran bahasa, termasuk dalam Bahasa Inggris. Selain itu, hasil penilaian tengah semester (PTS) satu tahun ajaran 2021/2022, yang diperoleh dari Dinas Pendidikan Pemuda dan Olahraga Kabupaten Bantul, menunjukkan bahwa prestasi siswa pada pelajaran Bahasa Inggris relatif masih rendah, khususnya siswa SMP Negeri 1 Bantul. Nilai rata-rata pada pelajaran Bahasa Inggris kelas 8 di SMP Negeri 1 Bantul adalah 66,14. Dari sepuluh rombel yang ada pada kelas 8, hanya 4 rombel yang mampu melampaui rata-rata sekolah. Padahal, menurut wakil kepala sekolah bidang kurikulum SMP Negeri 1 Bantul, indikator keberhasilan pembelajaran pada suatu mata pelajaran adalah 75% siswa mencapai nilai rata-rata. Hal ini dapat disimpulkan bahwa prestasi belajar siswa kelas 8 di SMP Negeri 1 Bantul pada mata pelajaran Bahasa Inggris masih tergolong rendah.

Keberhasilan pendidikan di sekolah dapat dilihat dari sejauh mana tujuan pembelajaran itu dapat terealisasi. Hal ini secara umum dapat dilihat dari prestasi belajar peserta didik. Waritsman (2020) mengungkapkan bahwa suatu pencapaian siswa di dalam suatu pembelajaran, baik meliputi aspek kognitif, afektif, dan psikomotor, menjadi tolak ukur kinerja siswa dalam pembelajaran tersebut. Prestasi belajar yang dicapai oleh siswa melibatkan kegiatan pembelajaran dan dapat diketahui dengan mengadakan penilaian tes hasil belajar. Penilaian diadakan untuk mengetahui sejauh mana siswa telah berhasil mengikuti pelajaran yang diberikan oleh guru dalam proses belajar di sekolah.

Prestasi belajar merupakan penguasaan pengetahuan atau keterampilan yang dikembangkan melalui mata pelajaran, lazimnya ditunjukkan dengan nilai tes atau nilai yang diberikan oleh guru. Salah satu teknik penilaian yang sering digunakan oleh lembaga pendidikan adalah tes (Suharman, 2018). Salah satu indikator pencapaian sebuah prestasi adalah aspek kognitif yang untuk mengukurnya dapat dilakukan dengan tes tulis maupun tes lisan (Syafi'i, Marfiyanto, & Rodiyah, 2018). Pembelajaran yang sesuai dengan rencana dan tujuan yang telah ditentukan sebelumnya akan menghasilkan prestasi belajar yang baik. Namun, tidak semua siswa dapat memaksimalkan potensi yang dimilikinya karena pencapaian hasil belajar yang baik ditentukan oleh berbagai faktor. Prestasi belajar dapat dipengaruhi oleh dua faktor yaitu faktor eksternal dan faktor internal (Wahid, 2018). Faktor eksternal merupakan faktor yang terdapat di luar diri siswa, meliputi lingkungan keluarga, guru, teman sebaya serta lingkungan sekolah (Arsoniadi, Suyono, dan Mujidin, 2021). Sedangkan faktor internal merupakan faktor yang terdapat dalam diri siswa meliputi efikasi diri, kecerdasan emosional, motivasi belajar, dan minat belajar (Aswin et al, 2019). Penelitian ini berfokus pada salah satu faktor internal yang mempengaruhi prestasi belajar siswa yakni efikasi diri. Bandura (1997) menyatakan bahwa efikasi diri merupakan faktor yang sangat berpengaruh terhadap prestasi belajar seseorang. Efikasi diri merupakan prediktor yang paling berpengaruh terhadap kinerja akademik (Jamain & Makaria, 2020).

Efikasi diri berkaitan dengan keyakinan diri seseorang bahwa mereka memiliki kemampuan untuk bertindak. Teori efikasi diri pertama kali dicetuskan oleh Bandura (1977). Efikasi diri didefinisikan sebagai keyakinan pribadi tentang kemampuan untuk melakukan dan mencapai tujuan tertentu (Yoestara & Putri, 2019). Akhtar dan Perveen (2022) mendefinisikan efikasi diri sebagai kepercayaan pada kemampuan diri sendiri untuk melaksanakan tugas dan mencapai tujuan di segala bidang. Efikasi diri yang dimiliki peserta didik memberikan efek terhadap tujuan, aktivitas, dan usaha

serta persistensi dalam menjalani kegiatan belajar di dalam kelas. Orang dengan efikasi diri yang tinggi mampu merencanakan secara efektif dan berhasil dalam menyelesaikan suatu tugas (Bandura, 1982). Dengan demikian, dapat digarisbawahi bahwa siswa yang memiliki efikasi diri yang positif akan memiliki pemikiran positif tentang kemampuan yang mereka miliki dalam melakukan sesuatu.

Efikasi diri akademik merupakan keyakinan yang dimiliki siswa untuk mengenai kemampuan dirinya dalam menyelesaikan tugas – tugas akademik. Bandura (1982) mendefinisikan efikasi diri sebagai keyakinan seseorang untuk melakukan tugas yang diberikan dan mampu mencapai tujuan. Efikasi diri merupakan konstruk multidimensi (Bhati, Baral, dan Maher, 2022). Oleh karena itu, dalam bidang pendidikan, keyakinan siswa berada dalam dimensi *academic work* yang berkontribusi pada efikasi diri akademik (Gafoor & Ashraf, 2006). Mengacu pada teori kognitif sosial yang dicetuskan Bandura (1986), Gafoor & Ashraf (2006) mengembangkan 12 dimensi efikasi akademik. Dimensi akademiknya pada faktor personal antara lain (1) pemahaman; (2) membaca, (3) memori, (4) manajemen waktu, dan (5) orientasi tujuan; pada faktor perilaku terdapat dimensi (6) proses belajar dan (7) ujian; sedangkan pada faktor lingkungan terdapat dimensi (8) aktivitas kurikuler, (9) hubungan guru dan siswa, (10) hubungan teman sebaya, (11) pemanfaatan sumber daya, dan (12) penyesuaian (Tasha, Novitri, dan Aruan, 2023).

Pencapaian prestasi belajar siswa tak hanya dipengaruhi oleh faktor internal. Lingkungan sosial siswa merupakan faktor eksternal yang juga dapat mempengaruhi siswa dalam mencapai prestasi belajar. Faktor lingkungan sosial dapat berupa hubungan interaksi antara keluarga, orangtua, sekolah, dan guru. Salah satu faktor yang menjadi fokus di studi ini dan merupakan faktor sangat berpengaruh dalam keberhasilan pembelajaran adalah keberadaan guru (Syafi'i, Marfiyanto, & Rodiyah, 2018). Guru berperan penting dalam proses pendidikan anak di sekolah, dikarenakan bagaimana guru mengajar, berperilaku dan bersikap memiliki pengaruh terhadap siswanya (Ikhwan, 2021). Karena guru merupakan pengendali dan manajer kelas, maka guru juga harus mempunyai sikap yang baik, terutama sikap mengajar. Hubungan guru dengan siswa di dalam proses belajar mengajar merupakan faktor yang sangat menentukan. Kemampuan profesional dan peran guru, mutu kurikulum, sarana prasarana dan fasilitas pendidikan, biaya, iklim, dan pengelolaan sekolah sangat berpengaruh terhadap proses pendidikan di sekolah untuk meningkatkan prestasi belajar siswa (Wibowo & Farnisa, 2018). Dalam proses pembelajaran guru harus dapat menggunakan metode-metode atau cara mengajar yang baik sehingga siswa dapat merasa tertarik atau tidak bosan pada saat proses belajar.

Disamping itu, guru juga dapat menjalankan strategi untuk memberikan motivasi kepada siswa agar terdorong untuk lebih semangat dalam belajar dan menjadi siswa berprestasi. Guru dapat juga dengan menunjukkan sikap layaknya teman sebaya, seperti ibu yang mengayomi dan mendengarkan siswa untuk berkeluh kesah, dan peran lainnya untuk mendapatkan kepercayaan dan pendekatan dengan siswa melalui sikap yang ditunjukkan oleh seorang guru (Rahmanda, dkk, 2023). Hal ini sangat berpengaruh terhadap prestasi siswa dalam belajar. Sikap dan tindakan efektif yang digunakan guru pada akhirnya dapat membangun kepercayaan diri yang positif dalam kegiatan belajar peserta didik mereka (Gourneau, 2012). Terdapat lima sikap guru terhadap peserta didik dalam proses pembelajaran yaitu: (1) menunjukkan kepedulian dan kebaikan; (2) berbagi tanggung jawab; (3) sensitif menerima keragaman; (4) meningkatkan instruksi individu; dan (5) mendorong kreativitas (Gourneau, 2012).

Sikap mengajar yang baik akan menjadikan siswa juga bersikap baik terhadap guru. Disamping itu, juga akan terjadi proses belajar yang dinamis dan lebih berhasil. Penelitian yang dilakukan oleh Kardo dan Yuzarion (2017) menunjukkan gambaran bahwa guru yang bersikap mendukung (positif) terhadap siswa dalam proses belajar adalah; mengajar dengan mendorong kreativitas siswa dengan baik dalam belajar, sensitive menerima keragaman siswa, dan menunjukkan kepedulian dan kebaikan

dalam belajar. Hal ini menjadikan guru sebagai sosok yang begitu dihormati karena dirasa telah memberikan andil terhadap keberhasilan siswa di sekolah. Karena ketika seorang siswa senang dengan guru yang mengajar, maka secara otomatis siswa senang pada pelajarannya. Hal itu merupakan implikasi dari kesenangan siswa terhadap gurunya karena sikap guru dalam mengajar.

Terdapat beberapa penelitian terdahulu dengan variabel yang sama dengan penelitian ini. Tasha, Novitri, dan Arvan (2023) melakukan penelitian korelasional dengan sampel sebanyak 70 siswa SMA. Hasil penelitian ini menyebutkan terdapat korelasi yang moderat dan positif antara efikasi diri dan prestasi belajar Bahasa Inggris. Hal ini sejalan dengan penelitian Duway dan Alave (2021) yang menunjukkan bahwa terhadap hubungan antara efikasi diri dan hasil belajar pada mata pelajaran Matematika. Berangkat dari uraian permasalahan yang ada, peneliti mengkaji kembali hubungan efikasi diri dan sikap guru dengan prestasi belajar pada mata pelajaran Bahasa Inggris siswa pada jenjang SMP. Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat hubungan antara efikasi diri dan sikap guru dengan prestasi belajar Bahasa Inggris siswa. Hipotesis mayor pada penelitian ini yaitu, terdapat hubungan antara efikasi diri dan sikap guru dengan prestasi belajar Bahasa Inggris siswa. Selanjutnya, hipotesis minor penelitian ini yaitu, 1) terdapat hubungan antara efikasi diri dengan prestasi belajar Bahasa Inggris siswa; 2) terdapat hubungan antara sikap guru dengan prestasi belajar Bahasa Inggris siswa.

METODE

Penelitian ini adalah penelitian kuantitatif dengan desain korelasional. Populasi pada penelitian ini 320 siswa kelas VIII SMP Negeri 1 Bantul yang terdiri dari 10 kelas. Ditetapkannya siswa kelas VIII sebagai populasi penelitian dengan pertimbangan peneliti bahwa siswa kelas VIII adalah siswa yang sudah cukup lama (lebih dari satu tahun) menjadi siswa SMP sehingga sudah cukup lama menjalani pembelajaran Bahasa Inggris. Pengambilan sampel dilakukan dengan menggunakan teknik *cluster random sampling* dengan jumlah sampel sebanyak 219 siswa. Analisis data yang digunakan pada penelitian ini adalah teknik analisis regresi linier berganda yang bertujuan untuk melihat hubungan satu atau lebih variabel independent dengan satu variabel dependen. Data pada penelitian ini dianalisis menggunakan software pengolahan data SPSS (*Statistical Package for Social Science*) v.22 for windows. Pada penelitian ini, peneliti melakukan uji asumsi yang terdiri dari uji normalitas, uji linieritas, dan uji multikolinieritas untuk memeriksa apakah data-data yang terkumpul memenuhi syarat untuk melakukan pengkorelasian atau tidak. Selain itu juga, uji-uji ini digunakan untuk melihat apakah data yang didapatkan dianalisis secara parametrik atau non parametrik.

Data pada penelitian ini dikumpulkan menggunakan alat ukur psikologi atau skala psikologi, yang terdiri dari dua macam skala, yaitu skala efikasi diri dan skala sikap guru. Sedangkan variabel prestasi belajar siswa diukur dengan menggunakan nilai asli Penilaian Akhir Semester 1 (PAS 1) Bahasa Inggris tahun ajaran 2022/2023. Skala efikasi diri yang digunakan dalam penelitian ini mengadaptasi skala yang dikembangkan oleh Gafoor dan Ashraf (2006) berdasarkan teori efikasi diri Bandura (1986) yang menempatkannya dalam kerangka teori kognitif sosial mengacu pada tiga faktor yaitu faktor personal, faktor kebiasaan, dan faktor lingkungan. Skala tersebut disusun dengan konsep bahwa efikasi diri siswa pada setiap komponen kerja akademik akan berkontribusi terhadap efikasi diri akademiknya secara total. Skala rating yang digunakan berkisar 1-4 dan memiliki nilai reliabilitas sebesar 0,90. Skala alat ukur ini terdiri dari 40 aitem, yang terdiri dari 20 aitem *favorable* dan 20 aitem *unfavorable*.

Aitem unfavorable menilai 12 dimensi pada bidang akademik, yakni proses belajar, membaca, pemahaman, memori, aktivitas kurikuler, manajemen waktu, hubungan guru dan siswa, pemanfaatan sumber daya, hubungan teman sebaya, orientasi tujuan, penyesuaian, dan ujian.

Sedangkan untuk mengukur sikap guru terhadap siswa, peneliti mengadopsi skala yang disusun oleh Yuzarion (2014). Skala ini mengacu pada lima indikator sikap guru yang dikemukakan oleh Gourneau (2012), termasuk menunjukkan kepedulian kebaikan, berbagi tanggungjawab, sensitive menerima keragaman, meningkatkan instruksi individu, dan mendorong kreativitas. Skala alat ukur ini terdiri dari 40 aitem dengan skala rating 1-4 dan nilai reliabilitas sebesar 0,954. Pada penelitian ini, validitas aitem skala sikap guru tidak akan diujikan mengingat alat ukur tersebut bersifat general dan telah memenuhi kriteria alat ukur yang tergolong tinggi.

HASIL DAN PEMBAHASAN

Sebelum melakukan pengambilan data, peneliti melakukan validasi alat ukur dengan cara penilaian oleh expert judgement dan uji coba skala untuk mendapatkan hasil validitas dan reliabilitas alat ukur yang baik. Subjek pada uji coba terdiri dari 92 siswa kelas VIII B, VIII C, dan VIII H SMP N 1 Bantul. Skala yang telah diisi oleh subjek diberi penskoran dan ditabulasi, kemudian data uji coba tersebut dianalisis.

Skala efikasi diri akademik yang diadaptasi dari Gafoor & Ashraf (2006) diuji kelayakannya atau relevansi isinya. Pada penelitian ini, peneliti menggunakan validitas isi (content validity) untuk menguji validitas alat ukur yang digunakan. Validitas isi merupakan validitas yang diestimasi melalui pengujian terhadap isi tes dengan analisis rasional atau professional judgement (Azwar, 2019). Professional judgement diberikan oleh orang yang memiliki keahlian dalam bidangnya. Oleh sebab itu, peneliti meminta pertimbangan kepada tiga dosen sebagai ahli atau pakar yang mampu menilai kelayakan terkait validitas isi untuk menilai sejauh mana kesesuaian isi tes dan konstruk yang hendak diukur. Dari uji validasi skala efikasi diri akademik, diperoleh 7 aitem gugur dan 33 aitem valid dengan nilai terendah 0,75 dan nilai tertinggi 1. Sehingga dapat disimpulkan bahwa butir skala yang ada pada skala efikasi diri akademik memiliki validitas yang tinggi. Selanjutnya, pengujian reliabilitas alat ukur dapat dilakukan melalui uji coba.

Uji coba instrumen dilakukan dengan cara membagikan kuisioner secara offline. Subjek pada uji coba terdiri dari 92 siswa dari kelas VIII C, VIII D, dan VIII H, yang tidak terpilih sebagai subjek penelitian. Skala efikasi diri mendapatkan nilai Cronbach's Alpha sebesar 0,914 *corrected item correlation* yang bergerak antara 0,264 sampai dengan 0,666. Hasil dari analisis data uji coba memperoleh hasil 33 aitem valid dan tidak ada aitem yang gugur. Sedangkan skala sikap guru mendapatkan nilai Cronbach's Alpha sebesar 0,940 *corrected item correlation* yang bergerak antara 0,110 sampai dengan 0,781. Hasil dari analisis data uji coba memperoleh hasil 39 aitem valid dan 1 aitem gugur yaitu aitem nomor 7 dengan nilai $R\ 0,162 < R\ \text{Tabel}$ ($R\ \text{Tabel} = 0,267$) dari yang sebelumnya berjumlah 40 aitem. Setelah dilakukan uji coba instrumen, penelitian dilakukan kepada 219 siswa kelas VIII SMP N 1 Bantul yang sudah mendapatkan pengalaman belajar Bahasa Inggris selama 3 semester. Sampel penelitian diminta untuk mengisi kuisioner sesuai dengan keadaan mereka sebenar-benarnya.

Uji asumsi klasik dilakukan sebagai syarat dalam melakukan uji hipotesis dan terdiri dari uji normalitas, uji linearitas dan uji multikolinieritas.

Tabel 1. Uji Normalitas

Mean	Std. Deviation	Asymp.Sig. (2-tailed)	Keterangan
0.000	6.828	0.074	Normal

Berdasarkan Tabel 1, diketahui bahwa nilai signifikansi Asymp. Sig. (2-tailed) sebesar $p=0.074$ (>0.05). sesuai dengan dasar pengambilan keputusan dalam uji normalitas Kolmogorov Smirnov,

maka dapat diketahui bahwa data residual dari ketiga variabel terdistribusi normal. Dengan demikian, asumsi atau persyaratan normalitas dalam model regresi pada penelitian ini terpenuhi.

Tabel 2. Uji Linearitas

Variabel	Linearity		Deviation from linearity		Ket
	F	Sig (p)	F	Sig (p)	
Prestasi Belajar dengan Efikasi Diri	96.441	0.000	1.448	0.055	Linear
Prestasi Belajar dengan Sikap Guru	105.604	0.000	1.204	0.195	Linear

Berdasarkan Tabel 2, dapat diketahui bahwa antara variabel prestasi belajar dengan efikasi diri menunjukkan nilai taraf signifikansi p (linearity) sebesar 0.000 ($p < 0.05$) dan taraf signifikansi p (deviation from linearity) sebesar 0.055 ($p > 0.05$), yang bermakna korelasinya linear. Sedangkan korelasi antara prestasi belajar dengan sikap guru menunjukkan nilai taraf signifikansi p (linearity) sebesar 0.000 ($p < 0.05$) dan taraf signifikansi p (deviation from linearity) sebesar 0.195 ($p > 0.05$), yang bermakna korelasinya linear.

Tabel 3. Uji Multikolinearitas

Variabel	Tolerance	VIF	Keterangan
Efikasi Diri	0,585	1,708	Tidak terjadi multikolinearitas
Sikap Guru	0,585	1,708	Tidak terjadi multikolinearitas

Dependent Variabel: Prestasi Belajar Bahasa Inggris

Tabel 3 menunjukkan nilai *tolerance* kedua variabel independent efikasi diri dan sikap guru sebesar 0,585 ($tol > 0,10$) dan nilai *Variance Inflation Factor* (VIP) sebesar 1,708 ($VIF < 10$). Sehingga dapat ditarik kesimpulan bahwa tidak terjadi multikolinearitas pada kedua variabel independent dan memenuhi syarat untuk dilakukan uji hipotesis.

Pada penelitian ini, pengujian hipotesis mayor dilakukan menggunakan analisis regresi linier berganda. Hasil uji korelasi berganda memperoleh nilai probabilitas (sig. F change) = 0,00. Karena nilai sig. F change $0,000 < 0,01$, artinya terdapat hubungan yang sangat signifikan antara efikasi diri dan sikap guru terhadap prestasi belajar Bahasa Inggris siswa kelas VIII SMP N 1 Bantul. Selain itu, nilai R atau koefisien korelasi menunjukkan angka 0,701 sehingga apabila dilihat dari pedoman derajat hubungan korelasi nilai 0,61-0,80 memiliki korelasi dengan kategori kuat. Berdasarkan analisis tersebut, dapat disimpulkan bahwa terdapat hubungan yang sangat signifikan dan kuat antar variabel yang diteliti. Mengacu pada hasil tersebut maka hipotesis mayor yang diusulkan peneliti dapat diterima. Adapun hasil uji analisis regresi berganda secara simultan dapat dilihat pada tabel 4.

Tabel 4. Hasil Uji Analisis Regresi Berganda

R	R ²	F	Sig. F Change	Ket
0,701	0,491	104,201	0,000	Sangat Signifikan

Selanjutnya, dilakukan uji F dengan dasar ketentuan nilai $\text{sig} < 0,01$ atau $F \text{ hitung} > F \text{ tabel}$, maka dapat diartikan adanya pengaruh pada variabel X secara simultan terhadap variabel Y. Berdasarkan hasil analisis pada tabel di atas, diperoleh nilai $\text{sig} < 0,01$ dan nilai F hitung dan F tabel sebesar $104,201 > 3,037$. Dasar ketentuan menunjukkan bahwa terdapat hubungan yang sangat signifikan antara efikasi diri dan sikap guru secara simultan terhadap prestasi belajar Bahasa Inggris.

Sementara itu, nilai koefisien determinan R square (R²) sebesar 0,491 yang apabila dipersentasekan yaitu 49,1%. Artinya, sumbangan variabel efikasi diri (X1) dan sikap guru (X2) terhadap prestasi belajar Bahasa Inggris (Y) secara simultan adalah 49,1 %. Sedangkan sisanya dipengaruhi oleh variabel lain yang tidak diteliti dalam penelitian ini.

Pengujian hipotesis minor dilakukan dengan cara analisis secara parsial. Hasil analisis menunjukkan bahwa terdapat dua hipotesis minor yang dapat diterima pada penelitian ini. Adapun hasil analisis secara parsial masing-masing variabel independent dapat dilihat pada tabel 5.

Tabel 5. Hasil Analisis Secara Parsial

Model	r	Sig.	Ket.
Efikasi Diri *	0,539	0,000	Hipotesis diterima
Prestasi Belajar Bahasa Inggris			
Sikap Guru *	0,690	0,000	Hipotesis diterima
Prestasi Belajar Bahasa Inggris			

Berdasarkan tabel di atas, hasil uji hipotesis minor pertama, yaitu pada variabel efikasi diri terhadap prestasi belajar, mendapatkan nilai Sig. (p) sebesar 0,000 ($p < 0,01$). Nilai r atau koefisien korelasi pada variabel efikasi diri menunjukkan angka 0,539. Sehingga, apabila dilihat dari pedoman derajat hubungan korelasi nilai 0,41 – 0,6, hasil ini memiliki korelasi dengan kategori sedang. Hasil tersebut juga menunjukkan bahwa variabel efikasi diri memiliki hubungan yang sangat signifikan terhadap prestasi belajar Bahasa Inggris. Mengacu pada hasil tersebut, dapat disimpulkan bahwa hipotesis minor pertama yang diusulkan peneliti diterima. Sehingga dapat disimpulkan terdapat hubungan yang sangat signifikan antara efikasi diri dengan prestasi belajar Bahasa Inggris Siswa.

Hasil uji hipotesis minor kedua yaitu pada variabel sikap guru terhadap prestasi belajar, mendapatkan nilai Sig. (p) sebesar 0,000 ($p < 0,01$). Pada variabel sikap guru, nilai r yang diperoleh sebesar 0,690, yang apabila dilihat dari pedoman derajat hubungan korelasi nilai 0,61 – 0,80 memiliki korelasi dengan kategori kuat. Hasil tersebut menunjukkan bahwa variabel sikap guru memiliki hubungan yang sangat signifikan terhadap prestasi belajar Bahasa Inggris. Dengan demikian, hipotesis minor kedua yang diusulkan peneliti diterima. Sehingga dapat disimpulkan bahwa terdapat hubungan yang kuat antara sikap guru dengan prestasi belajar Bahasa Inggris Siswa.

Efikasi diri dan sikap guru secara bersama-sama memberikan sumbangan efektif sebesar 49,1 % ($R^2 \times 100\%$) terhadap prestasi belajar Bahasa Inggris. Guna mengetahui sumbangan efektif masing-masing variabel independent terhadap variabel dependen, peneliti menggunakan rumus sumbangan efektif (SE) ($SE = \beta \times \text{zero order} \times 100\%$). Hasil sumbangan masing-masing variabel independent terhadap variabel dependen dijelaskan pada Tabel 6.

Tabel 6. Hasil Uji Sumbangan Efektif

Variabel	Beta	Sig. (p)	Zero Order	Sumbangan Efektif (SE)
Efikasi Diri	0,163	0,011	0,539	8,8%
Sikap Guru	0,585	0,000	0,690	40,3%

Berdasarkan tabel di atas, diketahui bahwa sumbangan efektif variabel efikasi diri terhadap prestasi belajar Bahasa Inggris adalah sebesar 8,8%. Sementara sumbangan efektif variabel sikap guru terhadap prestasi belajar Bahasa Inggris adalah sebesar 40,3%. Berdasarkan perolehan data di atas, maka dapat diketahui bahwa efikasi diri lebih berkontribusi secara dominan terhadap prestasi belajar

Bahasa Inggris. Sedangkan variabel sikap guru memiliki kontribusi yang lebih rendah terhadap prestasi belajar Bahasa Inggris.

Berdasarkan hasil analisis tersebut maka dapat disimpulkan bahwa kedua faktor berkorelasi secara positif dan sangat signifikan terhadap prestasi belajar. Nilai koefisien korelasi menunjukkan korelasi pada kategori kuat. Sehingga, dapat disimpulkan bahwa terdapat hubungan yang kuat antar variabel yang diteliti. Efikasi diri merupakan keyakinan terhadap diri yang mempunyai pengaruh yang besar terhadap tujuan pribadi dan motivasi dalam mencapai prestasi. Sedangkan sikap guru terhadap peserta didik adalah gambaran sikap mendukung (positif) atau tidak mendukung (negatif) dari guru untuk mengembangkan peserta didik yang menjadi tanggung jawabnya dan juga menggambarkan sejauh mana peserta didik dapat diterima di satu sekolah (Kardo & Yuzarion, 2017). Dapat dikatakan sikap positif guru terhadap siswa akan berdampak baik pada prestasi siswa yang akan menentukan sekolah lanjutan bagi siswa tersebut. Jika kedua faktor ini dioptimalkan, maka prestasi belajar pun dapat tercapai secara maksimal. Hasil penelitian ini sesuai dengan salah satu faktor yang mempengaruhi prestasi belajar menurut Nurhasanah dan Sobandi (2016), yang menyebutkan bahwa prestasi belajar siswa dipengaruhi oleh dua faktor yaitu faktor internal dan faktor eksternal siswa. Dalam penelitian ini, efikasi diri merupakan faktor internal yang berasal dari dalam diri siswa, sedangkan sikap guru merupakan faktor eksternal yang tidak berasal dari dalam diri siswa.

Hasil uji minor yang pertama menunjukkan bahwa terdapat hubungan yang sangat signifikan antara efikasi diri dengan prestasi belajar Bahasa Inggris siswa, sehingga hipotesis minor pertama yang diajukan peneliti diterima. Secara umum, siswa kelas VIII SMP Negeri 1 Bantul memiliki efikasi diri pada kategori sedang. Penelitian ini menunjukkan bahwa secara parsial variabel efikasi memiliki hubungan positif dengan prestasi belajar siswa. Hal ini sejalan dengan penelitian yang dilakukan oleh Suryani, Seto, dan Bantas (2020) yang menunjukkan bahwa efikasi diri memberikan pengaruh positif terhadap prestasi belajar. Artinya, semakin baik efikasi diri yang dimiliki siswa, maka akan meningkat pula prestasi belajar dari siswa itu sendiri. Hal ini diperkuat oleh penelitian dari Maulani, Amalia dan Zanthi (2020) yang berjudul *Kontribusi Self-Efficacy terhadap Prestasi Belajar Matematika pada Siswa SMA*, yang menemukan hasil bahwa *self-efficacy* berpengaruh positif terhadap peningkatan prestasi belajar Matematika.

Hasil analisis hipotesis minor kedua menunjukkan bahwa variabel sikap guru memiliki hubungan yang sangat signifikan terhadap prestasi belajar Bahasa Inggris siswa, sehingga hipotesis minor kedua pada penelitian ini dapat diterima. Berbeda dengan variabel efikasi diri, variabel sikap guru pada penelitian ini berada pada kategori kuat. Hasil ini diperkuat oleh penelitian yang dilakukan oleh Yuzarion (2017), yang menyatakan bahwa sikap guru terhadap peserta didik mempengaruhi prestasi belajar peserta didik. Pada penelitian ini, siswa mempersepsikan sikap guru dengan baik yang berarti sikap guru tersebut menunjukkan kebaikan dan kepedulian dalam belajar sehingga berdampak baik pada prestasi belajar siswa. Hal ini sejalan dengan hasil penelitian yang dilakukan oleh Fahrudin (2018) yang menyatakan bahwa terdapat pengaruh sikap guru terhadap motivasi belajar siswa yang akan berdampak pada prestasi belajar. Artinya, apabila sikap seorang guru dinilai baik oleh siswa, hal itu akan meningkatkan motivasi belajar siswa dan menghasilkan prestasi belajar yang baik. Disamping itu, penelitian lain yang dilakukan oleh Simatupang (2017) juga menunjukkan korelasi positif antara sikap guru dan prestasi belajar siswa pada bidang studi Pendidikan Kewarganegaraan. Penelitian Sunandar, Syafe'i, dan Sukandar (2022) juga menunjukkan adanya korelasi yang kuat, signifikan, dan searah antara sikap guru dan prestasi belajar siswa. Hal ini menunjukkan jika sikap guru dalam mengajar baik, maka prestasi belajar siswa pun akan semakin baik pula.

Sumbangan efektif secara terpisah pada variabel efikasi diri terhadap prestasi belajar adalah sebesar 8,8 %, sedangkan sumbangan efektif variabel sikap guru terhadap prestasi belajar sebesar

adalah 40,3%. Pada penelitian ini, sumbangan efektif variabel efikasi diri memiliki nilai yang lebih rendah dibandingkan dengan variabel sikap guru. Penyebab rendahnya variabel efikasi diri tersebut salah satunya adalah siswa yang menjadi sampel pada penelitian ini mengalami fase pembelajaran jarak jauh ketika pandemic Covid-19. Pembelajaran jarak jauh di masa pandemi memiliki dampak dan perubahan yang signifikan karena dari penyampaian materi yang diberikan oleh bapak dan ibu guru kurang jelas. Hal ini mengakibatkan pemahaman siswa terhadap materi sangat kurang dan untuk menyelesaikan tugas pun tidak maksimal dan juga mengalami kesulitan. Ditambah lagi banyaknya tugas yang diberikan oleh guru membuat siswa mengalami overload tugas dan menyebabkan efikasi diri siswa semakin menurun (Affa, Sa'adah, dan Muthahhari, 2022). Total sumbangan efektif kedua variabel independent terhadap variabel dependent sebesar 49,1% dengan sisanya 50,9% sumbangan efektif terhadap prestasi belajar dipengaruhi oleh variabel lainnya yang tidak dibahas dalam penelitian ini. Berdasarkan perolehan data di atas, maka dapat diketahui bahwa sikap guru memiliki hubungan yang lebih kuat terhadap prestasi belajar Bahasa Inggris.

KESIMPULAN

Hasil penelitian ini diperoleh kesimpulan, bahwa terdapat hubungan yang sangat signifikan antara efikasi diri dan sikap guru terhadap prestasi belajar siswa Bahasa Inggris di SMP Negeri 1 Bantul, baik secara simultan maupun parsial. Mengacu pada hasil tersebut dapat dikatakan bahwa hipotesis yang diusulkan peneliti dapat diterima. Secara keseluruhan, efikasi diri siswa di SMP Negeri 1 Bantul berada pada kategori sedang, sedangkan variabel sikap guru berada pada kategori kuat. Hal ini menunjukkan bahwa sikap guru memiliki hubungan yang lebih kuat dan dominan dibandingkan variabel efikasi diri.

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

Rizky Allivia Larasati Haibar, Yuzarion* 

Universitas Ahmad Dahlan, Indonesia

 yuzarion@psy.uad.ac.id*

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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 teacher's attitude with SMP N (State Junior High School) 1 Bantul student's learning achievement in English Language subject. The self-efficacy variable is considered as 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 self-efficacy scale, teacher's attitude scale, and students' final semester examination grades from the Even Semester Year 2022/2023. The data analysis technique applied to analyze these data was the multiple linear regression using the assistance of SPSS application. In the minor hypothesis testing, an R value of 0.539 was obtained for the self-efficacy variable and 0.690 for the teacher attitude variable with a probability value of 0.000. Based on the results of multiple regression analysis for the major hypothesis, an R value of 0.701 was obtained with a probability value of 0.000. 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.*

KEYWORDS: *Self-efficacy, teacher's attitude, English Language learning achievement*

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 (*Asesmen Standarisasi Pendidikan Daerah/ASPD*), 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 Muliana (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 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 Waritsman (2020), 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, Marfiyanto, & Rodiyah, 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, Suyono, and Mujidin, 2021). Meanwhile, internal factors are those within students, including self-efficacy, emotional intelligence, learning motivation, and interest in learning (Aswin et al, 2019). This research focuses on one of the internal factors influencing students' learning achievement, namely self-efficacy. According to Bandura (1997), 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 (1977) 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 and 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, Baral, and Maher, 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 (1986), Gafoor and 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, Novitri, and Aruan, 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, Marfiyanto, & Rodiyah, 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 (Wibowo & Farnisa, 2018). 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 and 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.

Several previous studies have explored the same variables as this research. Tasha, Novitri, and Arvan (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 and 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. 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.

METHOD

Design

This research adopted a quantitative approach with a non-experimental design. The type of research used is *ex post-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 and Ashraf (2006), which is based on Bandura's (1986) 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 0.90. 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 0.954. 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

Result

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 0.75 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 0.914, with corrected item correlation ranging from 0.264 to 0.666. 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 0.940, with corrected item correlation ranging from 0.110 to 0.781. The trial data analysis yielded 39 valid items and 1 invalid item, namely item number 7, with an R value of 0.162, which is less than

the R Table (R Table = 0.267) 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.

Table 1. Normality Test

Mean	Std. Deviation	Asymp.Sig. (2-tailed)	Category
0.000	6.828	0.074	Normal

Based on Table 1, it is known that the significance value of Asymp. Sig. (2-tailed) is $p=0.074$ (>0.05). According to the basis for decision-making in the Kolmogorov-Smirnov normality test, it can be observed that the residual data from the three variables are normally distributed. Therefore, the assumptions or requirements for normality in the regression model in this study are met.

Table 2. Linearity Test

Variables	Linearity		Deviation from linearity		Results
	F	Sig (p)	F	Sig (p)	
Learning Achievement with Self-Efficacy	96.441	0.000	1.448	0.055	Linear
Learning Achievement with Teacher's Attitude	105.604	0.000	1.204	0.195	Linear

Based on Table 2, it is evident that the relationship between the learning achievement variables and self-efficacy demonstrates a significance level of p (linearity) of 0.000 ($p < 0.05$), implying a correlation. Conversely, the correlation between learning achievement and teacher attitudes reveals a significance level of p (linearity) of 0.000 ($p < 0.05$), suggesting a linear correlation as well.

Table 3. Multicollinearity Test

Variables	Tolerance	VIF	Results
Self-Efficacy	0,585	1,708	Multicollinearity did not occur
Teacher's Attitude	0,585	1,708	Multicollinearity did not occur

Dependent Variable: English Learning Achievement

Table 3 indicates a tolerance value of 0.585 for the two independent variables, self-efficacy and teacher attitude, which exceeds the threshold of 0.10 ($tol > 0.10$), 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.

In this research, significant hypothesis testing was conducted using multiple linear regression analysis, which yielded a probability value (sig. F change) of 0.00. With the significance value of 0.000 < 0.01 , 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 0.701. According to the guidelines for the degree of correlation, a value of 0.61-0.80 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 presented in Table 4.

Table 4. Multiple Regression Analysis Test Results

R	R ²	F	Sig. F Change	Result
0,701	0,491	104,201	0,000	Sangat Signifikan

Next, an F-test was conducted based on the condition that the significance value is less than 0.01 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 $0.000 < 3.037$. 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 0.491, 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 5.

Table 5. Partial Analysis Results

Models	r	Sig.	Results
Self-efficacy * English Learning Achievement	0,539	0,000	Hypothesis Accepted
Teacher's Attitude * English Learning Achievement	0,690	0,000	Hypothesis Accepted

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 0.000 ($p < 0.01$). Furthermore, the correlation coefficient (r-value) for the self-efficacy variable is 0.539. In line with the guidelines for the degree of correlation, this result falls within the range of 0.41 – 0.6, 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 0.000 ($p < 0.01$). Additionally, the r value for the teacher attitude variable was 0.690. Considering the guidelines for the degree of correlation, a value falling within the range of 0.61 – 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 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% ($R^2 \times 100\%$) 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 ($\beta \times \text{zero order} \times 100\%$). The specifics of the contribution of each independent variable to the dependent variable are delineated in Table 6.

Table 6. Effective Contribution Test Results

Variables	Beta	Sig. (p)	Zero Order	effective contribution
Self-Efficacy	0,163	0,011	0,539	8,8%
Teacher's Attitude	0,585	0,000	0,690	40,3%

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 and 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, Seto, and Bantas (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, Amalia, and Zanthi (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.

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, Syafe'l, and Sukandar (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, Sa'adah, and Muthahhari, 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 and Strengths

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

Rizky Allivia Larasati Haibar, Yuzarion* 

Universitas Ahmad Dahlan, Indonesia

 yuzarion@psy.uad.ac.id*

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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 teacher's attitude with SMP N (State Junior High School) 1 Bantul student's learning achievement in English Language subject. The self-efficacy variable is considered as 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 self-efficacy scale adapted from Gafoor & Ashraf (2006), 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 the multiple linear regression using the assistance of SPSS application. In the minor hypothesis testing, an R value of 0.539 was obtained for the self-efficacy variable and 0.690 for the teacher attitude variable with a probability value of 0.000. Based on the results of multiple regression analysis for the major hypothesis, an R value of 0.701 was obtained with a probability value of 0.000. 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.*

KEYWORDS: *Self-efficacy, teacher's attitude, English Language learning achievement*

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 (*Asesmen Standarisasi Pendidikan Daerah/ASPD*), 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 Muliana (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 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 Waritsman (2020), 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, Marfiyanto, & Rodiyah, 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, Suyono, and Mujidin, 2021). Meanwhile, internal factors are those within students, including self-efficacy, emotional intelligence, learning motivation, and interest in learning (Aswin et al, 2019). This research focuses on one of the internal factors influencing students' learning achievement, namely self-efficacy. According to Bandura (1997), 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 (1977) 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 and 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, Baral, and Maher, 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 (1986), Gafoor and 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, Novitri, and Aruan, 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, Marfiyanto, & Rodyah, 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 (Wibowo & Farnisa, 2018). 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 and 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, Novitri, and Arvan (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 and 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.

METHOD

Design

This research adopted a quantitative approach with a non-experimental design. The type of research used is *ex post-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 and Ashraf (2006), which is based on Bandura's (1986) 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 0.90. 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 0.954. 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

Result

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 0.75 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 0.914, with corrected item correlation ranging from 0.264 to 0.666. 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 0.940, with corrected item correlation ranging from 0.110 to 0.781. The trial data analysis yielded 39 valid items and 1 invalid item, namely item number 7, with an R value of 0.162, which is less than the R Table (R Table = 0.267) 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 below.

Table 1. Summary of Research Hypotheses Testing Result

Variable	Learning Achievement				Tolerance	VIF
	R	R ²	F	Sig.		
Self Efficacy, Teacher's Attitude	0,701	0,491	104,201	0.000	-	-
Self Efficacy					0.585	1.708
Teacher's Attitude					0.585	1.708

Table 1 indicates a tolerance value of 0.585 for the two independent variables, self-efficacy and teacher attitude, which exceeds the threshold of 0.10 (tol > 0.10), 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.

In this research, significant hypothesis testing was conducted using multiple linear regression analysis, which yielded a probability value (sig. F change) of 0.00. With the significance value of 0.000 < 0.01, 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 0.701. According to the guidelines for the degree of correlation, a value of 0.61-0.80 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 0.01 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 0.000 < 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 0.491, 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.

Table 2. Partial Analysis Results

Models	r	Sig.	Results
Self-efficacy * English Learning Achievement	0,539	0,000	Hypothesis Accepted
Teacher's Attitude * English Learning Achievement	0,690	0,000	Hypothesis Accepted

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 0.000 ($p < 0.01$). Furthermore, the correlation coefficient (r-value) for the self-efficacy variable is 0.539. In line with the guidelines for the degree of correlation, this result falls within the range of 0.41 – 0.6, 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 0.000 ($p < 0.01$). Additionally, the r value for the teacher attitude variable was 0.690. Considering the guidelines for the degree of correlation, a value falling within the range of 0.61 – 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 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% ($R^2 \times 100\%$) 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 ($\beta \times \text{zero order} \times 100\%$). The specifics of the contribution of each independent variable to the dependent variable are delineated in Table 6.

Table 3. Effective Contribution Test Results

Variables	Beta	Sig. (p)	Zero Order	effective contribution
Self-Efficacy	0,163	0,011	0,539	8,8%
Teacher's Attitude	0,585	0,000	0,690	40,3%

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 and 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, Seto, and Bantas (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, Amalia, and Zanthi (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.

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, Syafe'i, and Sukandar (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, Sa'adah, and Muthahhari, 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 and Strengths

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

Rizky Allivia Larasati Haibar, Yuzarion* 

Universitas Ahmad Dahlan, Indonesia

 yuzarion@psy.uad.ac.id*

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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 teacher's attitude with SMP N (State Junior High School) 1 Bantul student's learning achievement in English Language subject. The self-efficacy variable is considered as 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 self-efficacy scale adapted from Gafoor & Ashraf (2006), 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 the multiple linear regression using the assistance of SPSS application. In the minor hypothesis testing, an R value of 0.539 was obtained for the self-efficacy variable and 0.690 for the teacher attitude variable with a probability value of 0.000. Based on the results of multiple regression analysis for the major hypothesis, an R value of 0.701 was obtained with a probability value of 0.000. 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.*

KEYWORDS: *Self-efficacy, teacher's attitude, English Language learning achievement*

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 (*Asesmen Standarisasi Pendidikan Daerah/ASPD*), 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 Muliana (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 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 Waritsman (2020), 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, Marfiyanto, & Rodiyah, 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, Suyono, and Mujidin, 2021). Meanwhile, internal factors are those within students, including self-efficacy, emotional intelligence, learning motivation, and interest in learning (Aswin et al, 2019). This research focuses on one of the internal factors influencing students' learning achievement, namely self-efficacy. According to Bandura (1997), 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 (1977) 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 and 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, Baral, and Maher, 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 (1986), Gafoor and 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, Novitri, and Aruan, 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, Marfiyanto, & Rodyah, 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 (Wibowo & Farnisa, 2018). 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 and 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, Novitri, and Arvan (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 and 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.

METHOD

Design

This research adopted a quantitative approach with a non-experimental design. The type of research used is *ex post-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 and Ashraf (2006), which is based on Bandura's (1986) 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 0.90. 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 0.954. 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

Result

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 0.75 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 0.914, with corrected item correlation ranging from 0.264 to 0.666. 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 0.940, with corrected item correlation ranging from 0.110 to 0.781. The trial data analysis yielded 39 valid items and 1 invalid item, namely item number 7, with an R value of 0.162, which is less than the R Table (R Table = 0.267) 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 below.

Table 1. Summary of Research Hypotheses Testing Result

Variable	Learning Achievement				Tolerance	VIF
	R	R ²	F	Sig.		
Self Efficacy, Teacher's Attitude	0,701	0,491	104,201	0.000	-	-
Self Efficacy					0.585	1.708
Teacher's Attitude					0.585	1.708

Table 1 indicates a tolerance value of 0.585 for the two independent variables, self-efficacy and teacher attitude, which exceeds the threshold of 0.10 (tol > 0.10), 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.

In this research, significant hypothesis testing was conducted using multiple linear regression analysis, which yielded a probability value (sig. F change) of 0.00. With the significance value of 0.000 < 0.01, 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 0.701. According to the guidelines for the degree of correlation, a value of 0.61-0.80 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 0.01 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 0.000 < 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 0.491, 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.

Table 2. Partial Analysis Results

Models	r	Sig.	Results
Self-efficacy * English Learning Achievement	0,539	0,000	Hypothesis Accepted
Teacher's Attitude * English Learning Achievement	0,690	0,000	Hypothesis Accepted

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 0.000 ($p < 0.01$). Furthermore, the correlation coefficient (r-value) for the self-efficacy variable is 0.539. In line with the guidelines for the degree of correlation, this result falls within the range of 0.41 – 0.6, 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 0.000 ($p < 0.01$). Additionally, the r value for the teacher attitude variable was 0.690. Considering the guidelines for the degree of correlation, a value falling within the range of 0.61 – 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 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% ($R^2 \times 100\%$) 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 ($\beta \times \text{zero order} \times 100\%$). The specifics of the contribution of each independent variable to the dependent variable are delineated in Table 6.

Table 3. Effective Contribution Test Results

Variables	Beta	Sig. (p)	Zero Order	effective contribution
Self-Efficacy	0,163	0,011	0,539	8,8%
Teacher's Attitude	0,585	0,000	0,690	40,3%

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 and 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, Seto, and Bantas (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, Amalia, and Zanthi (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.

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, Syafe'i, and Sukandar (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, Sa'adah, and Muthahhari, 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 and Strengths

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

Rizky Allivia Larasati Haibar, Yuzarion Yuzarion* 

Universitas Ahmad Dahlan Yogyakarta, Indonesia

 yuzarion@psy.uad.ac.id*

<p>Submitted: 2023-12-05</p> <p>Revised: 2024-01-25</p> <p>Accepted: 2024-02-10</p> <p>Keywords: english Language; learning achievement; self-efficacy; teacher's attitude</p> <p>Copyright holder: © Haibar, R. A. L., & Yuzarion, Y. (2024)</p> <p>This article is under:</p>  <p>How to cite: Haibar, R. A. L., & Yuzarion, Y. (2024). Self-Efficacy, Teacher's Attitude, and English Language Learning Achievements. <i>Bulletin of Counseling and Psychotherapy</i>, 6(1). https://doi.org/10.51214/00202406755000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>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.</p>
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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

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 *ex post-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	R ²	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 English Learning Achievement	.539	.000	Hypothesis Accepted
Teacher’s Attitude English Learning Achievement	.690	.000	Hypothesis Accepted

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% ($R^2 \times 100\%$) 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 ($\beta \times \text{zero order} \times 100\%$). 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.

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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