

Is There a Difference in the Self Efficacy of Students with Academic and Non-Academic Achievements (Sports Field)?

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Abstract: This study aims to determine the difference in the level of self-efficacy of students with academic and non-academic achievement majoring in Mathematics and Natural Sciences and Social Sciences class XII SMAN 2 Mandau. The research method used is quantitative research. The research subjects were taken through a purposive sampling technique with a sample size using the Yamane formula of 50 students with academic achievements and 38 with non-academic achievements. The instrument used in data collection is using a self-efficacy scale. Data analysis used comparative analysis with Independent Sample T Test. The results showed that: 1) the Self-efficacy of students with academic achievement in class XII of SMAN 2 Mandau was in the medium category, 2) the Self-efficacy of students with non-academic achievements in class XII of SMAN 2 Mandau was in the medium category, and 3) Results of the Independent Sample T-test. Test, the research hypothesis is rejected. So, it was concluded that there was no difference in the self-efficacy of students with academic and non-academic achievement in class XII of SMAN 2 Mandau.

Keywords: self-efficacy; academic achievement; sport achievement

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Introduction

Education is included as an essential part of one's life. Education significantly contributes to a person's ability to develop and use the maximum potential and skills needed. To achieve these goals, it is necessary to have an individual belief in his ability to make decisions, overcome and solve problems and survive in the face of existing challenges, which is called self-efficacy.

Self-efficacy is an idea or thought Bandura first developed. According to (Bandura, 1995), self-efficacy is a person's assessment of his ability to carry out certain activities to achieve specific results (Setiawan, 2018). This self-efficacy influences how a person thinks, feels, motivates, and acts. According to (Bandura, 1995), self-efficacy can be influenced by several sources, one of which is the experience of success (Mastery

Experience). Besides being influenced by the experience of success, self-efficacy can influence success. One form of success is learning achievement (Rosyid et al., 2014).

Learning achievement is the result obtained by a person (student) from learning activities accompanied by changes expressed in symbols, numbers, letters, sentences, and so on as a measure of the degree of success with predetermined standards (Rosyid et al., 2014). Self-efficacy can affect learning achievement, and learning achievement can affect students' self-efficacy—research result by (Indirwan et al., 2021) states that self-efficacy contributes to learning achievement. Meanwhile (Marjono, 2018) says that the learning achievements achieved by students can be divided into two, namely academic achievement and non-academic achievement.

Academic achievement is produced through official academic or learning activities (Marjono, 2018). Students' academic achievements at school are contained in student report cards, resulting from a collection of student subject values that become a benchmark for student development in the learning process. Academic achievement can be influenced by several factors, namely gender, school major, employment status, marital status, family support, economy (Susanti, 2019), achievement motivation, study discipline, internship experience, facilities and infrastructure, teacher performance, and parental support (Setiawati & Sudira, 2015).

Non-academic achievements are achievements that are produced through all activities outside of things that are scientific and not theoretical but can develop according to their character (Susanti, 2019). Non-academic achievements result from activities outside learning hours, such as soccer skills, Al-Quran reading skills, and others (Marjono, 2018). Non-academic achievements can be influenced by factors such as basic personality, affective competence, performance, constitutional constructs, and learning skills (Susanti, 2019).

Based on interviews conducted with counseling teachers, SMAN 2 Mandau is a school that has many students who achieve academic and non-academic achievements, especially class XII students. Students who excel academically have learning achievements as evidenced by the grades and rankings of students in class, such as those who are members of the top ten ranking students in the class, as evidenced by the transcripts of student scores in each class XII.

As for students who have non-academic achievements also have achievements in the areas of interest and talent they have. It can be seen by the number of students who participate and win an activity as evidenced by the achievement certificates they get, especially in sports such as basketball, football, swimming, gymnastics, futsal, karate, athletics, volleyball, taekwondo, martial arts, and e-sport.

Students with academic and non-academic achievements show different tendencies at school. Students who excel academically maximize their abilities and show an interest in learning in class, while students who excel non-academic tend to go outside the classroom. Students who excel academically show more active learning in class, such as asking questions when the teacher explains, giving answers to questions submitted by the teacher, making separate notes, and solving problems related to lessons in class. Students who excel non-academic are more likely to only focus on material and discussion that follow their talents and interests and show active learning outside the classroom, such as liking students practicing in the field, participating in extracurricular activities, and participating in activities according to their talents and interests.

Based on data in the field and preliminary studies show that students can achieve learning achievements, both academic and non-academic. The learning achievements produced by students can influence their beliefs, beliefs, and assessments of their abilities; these beliefs will affect how they act. Bandura (Ghufroon & S, 2014) says that the experience of success (mastery experience) is a source of self-efficacy that has a significant influence because it is based on personal experience experienced by a person in real terms. Therefore, this phenomenon is the research background to determine at what level the student's self-efficacy is and whether there are differences in the self-efficacy of students who have academic and non-academic achievements in class XII at SMAN 2 Mandau.

Method

This research is quantitative research with a survey method. Surveys are a method for knowing and studying relative events, distribution, and relationships between variables from samples taken from a

population (Kurniawan & Puspitaningtyas, 2016). The research was conducted at SMAN 2 Mandau from December 2021 to February 2022.

The population of this study was students with academic and non-academic achievements in class XII at SMAN 2 Mandau majoring in MIPA and Social Sciences. The sampling technique used was purposive sampling, and the Yamane formula and formula in determining the sample size. This sampling technique is used by taking research subjects that are not based on strata, random, or regional levels but based on having a specific purpose (Arikunto, 2002). Students who excel academically are ranked in the top ten in each class and have no other achievements beyond learning achievement in class or are non-academic. Non-academic achievement students have participated in non-academic activities, especially in sports such as basketball, football, swimming, gymnastics, futsal, karate, athletics, volleyball, taekwondo, silat, and e-sport.

After calculating the sample size using the Yamane formula with an error of 5%, the number of samples for students with academic achievements was 50 people, and for students with non-academic achievements, 38 people.

The data collection tool used is a self-efficacy scale consisting of 31 statements to determine the level of self-efficacy based on indicators (Bandura, 1995) which are measured as follows: Belief in the level of difficulty (grade/level), Resilience, and Tenacity in Learning (strength); and Confidence in their abilities in various types of learning activities (generalization/generalality).

The scale is arranged with four alternative answers: Very suitable, suitable, inappropriate, and wildly inappropriate. The developed scale was tested for validity and reliability. After testing the validity with the product-moment correlation test, the scale proved valid with a value of 0.259, and the reliability test with the Alpha Cronbach test proved reliable with a value of 0.871.

The data analysis is a comparative analysis using the Independent Sample T Test formula. Comparative analysis is an analytical technique used to look for differences and similarities regarding objects, groups of people, work steps, ideas, criticism of people, groups, ideas, or group procedures (Supardi, 2017).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Before conducting the analysis, determine the category or grouping to place the individual in a group whose position is tiered according to a continuum based on measured characteristics. This study uses categorization using the formula according to (Azwar, 2012), namely high ($X < (\mu + 1.0\sigma)$), medium ($(\mu - 1.0\sigma) < X < (\mu + 1.0\sigma)$), and low $X < (\mu - 1.0\sigma)$.

Results and Discussion

In general, the level of self-efficacy of students who achieve academically and non-academically is in the moderate category. Academic achievement students get a percentage of 60%, and students with non-academic achievements get a percentage of 54.67%. The frequency distribution of self-efficacy levels of students with academic achievements and non-academic achievements is shown in table 1 and table 2.

Table 1. Distribution of Self-efficacy Frequency of Students with Academic Achievement

Category	Rating Intervals	Frequency	Percentage
High	$X \geq 94$	20	40%
Medium	$62 \leq X < 94$	30	60%
Low	$X < 62$	0	0%
Total		50	100%

Table 2. Distribution of Self-efficacy Frequency of Students with Non-Academic Achievements

Category	Rating Intervals	Frequency	Percentage
High	$X \geq 94$	17	44,74%
Medium	$62 \leq X < 94$	21	55,26%
Low	$X < 62$	0	0%
Total		75	100%

The table above shows that the group of students with average academic achievement has self-efficacy in the moderate category of 60%, and the non-academic students, on average, also have self-efficacy in the medium category of 55.26%.

Based on the overall analysis of students' self-efficacy levels, further analysis is carried out, namely looking at the description of the differences in self-efficacy of students with academic and non-academic achievements in class XII at SMAN 2 Mandau based on the indicators in Table 3.

Table 3. Description of the Differences in Self-efficacy of Students with Academic Achievements and Students with Non-Academic Achievements

No	Indicator	Academic Students		Non-Academic Students			
		Category	f	%	Category	f	%
1	Aspects of Belief in the Level of Difficulty	Medium	29	58%	Medium	4	63,16%
2	Aspects of Resilience and Tenacity in Learning	Medium	31	62%	Medium	23	60,53%
3	Aspects of Belief in Their Ability in Various Types of Learning Activities.	Medium	32	64%	Medium	23	60,53%

On the indicator of confidence in the level of difficulty (level), students with academic achievements obtain a percentage of 58%, and non-academic achieving students obtain a percentage of 63.16%. On indicators of resilience and tenacity in learning (strength), students with academic achievements obtain 62%. Non-academic achieving students obtain On the indicator of confidence in their abilities in various types of learning activities (generality), students with academic achievements obtain a percentage of 64%, and students with non-academic achievements obtain a percentage of 60.53%.

Furthermore, the Independent Sample T Test was carried out, which obtained a result of 0.69 (count < table 1.66), which means that there was no significant difference in the level of self-efficacy of students who excel academically and non-academic achievers in class XII SMAN 2 Mandau.

Discussion

Based on the study's results, it was shown that the research hypothesis was rejected, meaning that there was no significant difference in the level of self-efficacy of students with academic and non-academic achievements (in sports). Based on the reality at school, students who achieve academically and non-academic achievers have different achievements or achievements. Students who excel academically have achievements in official academic or educational activities as evidenced by learning outcomes and are included in the top ten rankings achieved by students in the fourth-semester report scores. Meanwhile, non-academic achieving students have achievements in activities outside of class hours or extracurricular activities, as evidenced by a certificate of achievement in sports.

Furthermore, between the two students in the field of achievement, it turns out that they both have similarities at a moderate level of self-efficacy. Thus, it is this similarity in having achievements that cause similarities in the level of self-efficacy. This study's results align with the opinion (Ghufron & S, 2014), which says that the experience of success is a source of self-efficacy that has a significant influence because it is based on actual personal experience experienced by a person.

In addition, the existence of a reciprocal relationship between self-efficacy and achievement can lead to a similarity in these students' self-efficacy levels. According to (Olivier et al., 2019) in his research, positive self-efficacy has a long-term effect on achievement, then affects a person's judgment about himself, and conversely, the achievement achieved affects a person's self-efficacy and then influences a person's next performance. The achievements of students can be influenced by their self-efficacy. In line with research (Hardianto et al., 2016) which says that a person's beliefs will make these students try more challenges to achieve their goals and learning outcomes. Research (Rusandi, 2017) states that self-efficacy is related to career decisions. Meanwhile (Indirwan et al., 2021) say self-efficacy contributes to learning achievement. The resulting learning achievements can be in the form of academic or non-academic achievements.

Self-efficacy affects student achievement, both academic and non-academic, in line with research (Indirwan et al., 2021) which says that self-efficacy plays a role in learning mathematics achievement in class VIII students of Kendali Public Middle School. Research (Chairiyati, 2013) states that academic self-efficacy greatly and positively influences academic achievement. Research (by Durović et al., 2021) says self-efficacy positively influences and plays a significant role in sports achievement. Research (Alim, 2019) states that self-efficacy is a psychological factor that has a more significant influence than motivation, attitude, and anxiety on the achievements of junior and senior tennis players, and research (Heazlewood & Burke, 2011) which states that self-efficacy affects sports performance. This self-efficacy contributes to student learning achievement and then influences self-assessment in carrying out specific activities to achieve specific results.

There is no difference in self-efficacy possessed by students with academic and academic achievements can also be influenced by several factors, such as interest, patience, resilience, character, motivation in learning, attachment style, warmth, goal orientation, enactive mastery experiences, and verbal persuasion (Mukti & Tentama, 2019), and kinship support, teacher or teacher support, and peer support (Nauvalia, 2021).

According to Bandura (1995), student self-efficacy can be viewed from 3 aspects, namely belief in the level of difficulty (level dimension), resilience and tenacity in learning (strength dimension), and belief in their abilities in various types of learning activities (dimensional generality).

In the aspect of confidence in the level of difficulty (level/level), the average student self-efficacy is in the medium category, which indicates that students who achieve academically and non-academic achievers are confident enough to be able to understand the material/exercise provided, are confident of being able to carry out assignments/practice at a problematic level, regard the task/exercise as a challenge and do it according to ability, and never give up in the face of difficulties, according to Setiawan (2018), who said that everyone has a different perception looking at the difficulty level of a task. Some think that a task is difficult, while others do not. Students who excel academically show that they can quickly understand the material explained by the teacher in class, and can be seen from the results of the assignments and exercises given by the teacher. Students who excel academically also like to challenge themselves by working on questions to find out their abilities and find the easiest way to solve them. Students with non-academic achievements show that they understand material related to areas of interest and talent more quickly, and can be seen from assignments and practical exercises. Students with non-academic achievements also like practicing at home and outside class hours to improve their abilities.

In the aspect of resilience and tenacity in learning (strength), the average self-efficacy of students is in the medium category, which indicates that students who achieve academically and non-academic achievers are severe enough to complete assignments/exercise to completion, are serious about doing tasks even in various conditions and situations, optimistic and not easily give up/give up, able to overcome and find strategies in dealing with obstacles/challenges, not easily discouraged and discouraged by the results obtained, and make personal and other people's successes and failures as motivation. In line with research (Hardianto et al., 2016) which says that a strong belief in one's abilities (self-efficacy) will make these students try more challenges to achieve their goals and learning outcomes. Students who excel academically show that they can complete the assignments given by the teacher. They have friends to study with in class and often practice with these friends. They like to ask the teacher about the material inside and outside class hours. If they get a score below their expectations, they will learn from their mistake and make it a lesson for the future. Students with non-academic achievements demonstrated that they could complete a given exercise, have a team to practice finding new strategies for preparing for matches, and overcome previous failures they had experienced.

In the aspect of confidence in their abilities in various types of learning activities (generality), the average student self-efficacy is in the medium category, which indicates that students who achieve academically and non-academic achievers are confident in their abilities, can overcome anxiety in various learning activities, confident in their ability to complete tasks in different fields, and able to complete work and assignments at the same time. In line with research (Hope, 2011), states that with self-efficacy, students can plan actions, bring up new behaviors, respond actively and creatively, and find solutions to the problems they are experiencing and the tasks they are given. Students who excel academically show confidence in their abilities in the classroom by answering questions posed by the teacher, often giving opinions, and being active in the learning and learning process to get good learning outcomes in class. They also feel confident in taking the exam given. Students with non-academic achievements show their confidence outside the classroom by participating in extracurricular activities and competitions according to their interests and talents. They can even win in these activities.

Conclusion

Based on the results of the data analysis, it can be concluded that students who achieve academically and non-academic achievers have the same level of self-efficacy in the medium category. The research hypothesis was rejected, meaning that there was no significant difference in the level of self-efficacy of students with academic and non-academic achievements (in sports) in class XII at SMAN 2 Mandau.

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