

## **Examining the Impact of Student Self-Efficacy on Motivation for Academic Achievement in Islamic Religious Education Subject**

Nurul Anisah

SMP Negeri 1 Bojong Pekalongan

[nurulanisahkaif@gmail.com](mailto:nurulanisahkaif@gmail.com)

### **Abstract**

At SMP Negeri 1 Bojong, significant academic and non-academic accomplishments have been consistently attained and maintained, cultivating students' self-efficacy and inspiring them to strive for excellence, fostering healthy competition within the school environment. This study aims to achieve three primary objectives: (1) assess the level of self-efficacy, (2) evaluate the degree of motivation for achievement, and (3) investigate the impact of self-efficacy on achievement motivation. Employing a quantitative research approach and utilizing ex post facto research methods, the study results reveal the following: (1) Self-efficacy falls within the moderate category, as evidenced by an average score of 79.80556 within the range of 71.7 - 87.8, (2) Achievement motivation also resides in the moderate category, with an average score of 79.77778 within the range of 70.36 - 89.19, and (3) A significant influence of self-efficacy on achievement motivation is established, supported by the T-test results (Sig. 0.000 < 0.05 and  $T_{count} 7.563 > T_{table} 2.032$ ), leading to the rejection of the null hypothesis ( $H_0$ ) in favor of the alternative hypothesis ( $H_a$ ). This relationship is further confirmed by the F-test (Sig. 0.000 < 0.05 and  $F_{count} 57.206 > F_{table} 4.12$ ), again rejecting  $H_0$  in favor of  $H_a$ . The simple linear regression test results, with an Fcount value of 57.206 and a significance level of 0.000 < 0.05, demonstrate a correlation (R) value of 0.792 and a coefficient of determination (R Square) of 0.627. These findings indicate that the independent variable (self-efficacy) exerts a significant 62.7% influence on the dependent variable (achievement motivation).

Keywords: Achievement motivation, correlation, self-efficacy.

### **How to cite (APA 7<sup>th</sup> Edition Style):**

Anisah, N. (2023). Examining the impact of student self-efficacy on motivation for academic achievement. *Tadibia Islamika*, 3(1), 1-11. <https://doi.org/10.28918/tadibia.v3i1.345>

### **Introduction**

Achievement motivation is the desire a person has to carry out certain tasks in order to succeed. Every student has different motivation to achieve, some have high, low, and moderate achievement motivation. Student achievement motivation is influenced by various factors, including self-efficacy (Bangung, Hariani, and Walipah 2020). Self-efficacy is a belief in one's own ability to carry out a task under certain circumstances. Students who have self-efficacy are those who have a strong sense of efficacy in their ability to achieve whatever goals they have set for themselves (Bangung et al. 2020).

Based on observations from the author, that at SMP Negeri 1 Bojong many academic and non-academic achievements have been achieved and have always been able to maintain existing achievements. This also fosters the self-efficacy of students who bring up motivation to achieve so that they are able to compete healthily to achieve at least in the internal school

environment. For example, in class VIII C, they have an average score of knowledge in the even semester of class VII of 85.09 and an average score of skills in the even semester of class VII of 84.00.

According to Sholehah, today's children are smarter but still lack efficacy in the learning process. The spirit of learning should be formed through the educational environment, but the educational environment is still not supportive of this. Children still doubt their own abilities, because at their age they are still searching for themselves and have not optimized their abilities. In terms of motivation, children already have and are aware of their motivation to learn, for example by taking tutoring (Sholehah 2021).

Regarding the topic of this research, there are several relevant previous studies. Erlin Dwi Kusumawati conducted a study entitled "The Effect of Adversity Quotient, Self-Regulation and Self-Efficacy on Achievement Motivation of KKO Students of SMP Negeri 13 Yogyakarta". The research has similarities with the research conducted by the author, namely: aims to determine the effect of self-efficacy on achievement motivation, research using a quantitative approach with regression analysis techniques, research using a Likert scale. However, there are some differences between the research conducted by Erlin Dwi Kusumawati and the author's research. In Erlin Dwi Kusumawati's research aims to determine the effect of adversity quotient, self-regulation and self-efficacy on achievement motivation; research using a quantitative approach with simple and multiple linear regression analysis techniques; and data collection using scales and observations. Meanwhile, the author's research aims to determine the effect of self-efficacy on achievement motivation; research using a quantitative approach with simple linear regression analysis techniques; and data collection using a questionnaire (Kusumawati 2018).

Furthermore, Hermansyah Amir conducted a study with the title "Correlation of the Influence of Self-Efficacy and Self-Management Factors on Achievement Motivation in Chemistry Education Students at Bengkulu University". The research has similarities with the research conducted by the author, namely: aims to determine the effect of self-efficacy on achievement motivation, the data analysis techniques used are tests: (1) validity, (2) reliability, and (3) normality, variable X is self-efficacy and variable Y is achievement motivation. However, there are some differences between the research conducted by Hermansyah Amir and the author's research. In Hermansyah Amir's research aims to analyze the relationship between self-efficacy, self-management partially and together with achievement motivation; the data analysis techniques used are tests: (1) validity, (2) reliability, (3) normality, (4) multicollinearity, (5) parsil correlation coefficient, (6) multiple correlation coefficient, (7) relationship closeness, (8) relationship significance, (9) relationship direction, (10) coefficient of determination, and (11) correspondence between aspects; and the determination of the sample size is obtained through the Slovin formula. Meanwhile, the author's research aims to determine the effect of self-efficacy on achievement motivation; the data analysis techniques used are tests: (1) validity, (2) reliability, (3) normality, (4) linearity, (5) hypothesis, and (6) simple linear regression analysis; and determining the sample size using the sample size according to Gay and Diehl (Amir 2016).

Based on this explanation, the author intends to conduct research by raising the title The Effect of Student Self-Efficacy on Achievement Motivation. With the formulation of the problem as follows: (1) What is the level of student self-efficacy? (2) What is the level of student achievement motivation? (3) Is there an effect of student self-efficacy on achievement motivation? The objectives in this study are as follows: (1) To determine the level of student self-efficacy. (2) To determine the level of student achievement motivation. (3) To determine the effect of student self-efficacy on achievement motivation.

## **Method**

### ***Research Design***

This research uses a quantitative research approach. Quantitative research is an objective research approach that includes collecting and analyzing quantitative data and using statistical testing methods (Hermawan 2017). The method used is a non-experimental quantitative research method, namely ex post facto research. Ex post facto research is research that examines the causal relationship that is not manipulated by researchers (Hermawan 2019). The independent variable in this study is self-efficacy (X) and the dependent variable in this study is achievement motivation (Y).

### ***Participants***

The population in the study was class VIII students at SMP Negeri 1 Bojong Pekalongan Regency with a total of 288 students. Determination of the sample size in this study used the sample size according to Gay and Diehl. The sample was 12% of the population or  $12\% \times 288 = 34.56$  rounded to 35, in this case 36 samples were taken. Taking sample members in this study using stratified random sampling techniques. The stratified random sampling technique is a stratified random sampling technique, where data is obtained by separating the population into several levels (strata) (Mahmudah 2020). A sample of 36 samples was taken because the number of VIII classes was 9 classes with each class totaling 32 students, so a sample of 12% of each class or  $12\% \times 32 = 3.84$  was rounded up to 4 samples per class.

### ***Research Procedures***

The research procedures carried out by the author include: formulating problems that serve as the background of the research, conducting a literature review, formulating hypotheses by reviewing previous research results, determining appropriate research methods, compiling research instruments using questionnaires, collecting and analyzing data, and after the data is obtained and analyzed, the results are concluded to answer the formulation of problems and hypotheses proposed.

### ***Data Collection Technique***

In this study, data collection was carried out through the utilization of a structured questionnaire. This questionnaire was carefully designed to gather comprehensive and pertinent information from the study participants, enabling a systematic exploration of the research objectives. Participants were asked a series of well-constructed questions that covered key aspects related to self-efficacy and achievement motivation. The questionnaire served as a valuable tool in collecting quantitative data, allowing for the measurement and assessment of self-efficacy levels, achievement motivation, and their interrelationship. It provided a standardized means of data collection, ensuring consistency in the responses received from the participants and facilitating the subsequent statistical analysis of the data. This methodological choice was essential in acquiring the necessary empirical evidence to address the research objectives effectively and draw meaningful conclusions from the study's findings.

### ***Data Analysis Technique***

Data analysis is a series of activities of reviewing, grouping, systematizing, interpreting and verifying data so that a phenomenon has social, academic and scientific value (Siyoto 2015). The instrument test in this study uses validity and reliability tests. Test the validity with the results of r count compared to r table where  $df = n-2$  with a significance of 5%. If r table <

r count then it is valid and vice versa if  $r_{table} > r_{count}$  then it is invalid. r count is sought using the SPSS 25 program. The reliability test can be seen in the Cronbach Alfa value, if the Cronbach Alfa value  $> 0.60$  the variable dimension question construct is reliable. If the Cronbach Alfa value  $< 0.60$  the variable dimension question construct is not reliable. This means that if the Cronbach Alfa value obtained from the SPSS calculation is greater than 0.60, it is certain that the questionnaire is reliable and vice versa (Sujarweni 2012). Data analysis techniques used with hypothesis testing, T test, F test, and simple linear regression analysis using SPSS 25. Simple linear regression is a regression equation between one independent variable (X) and the dependent variable (Y) where the relationship can be described in a straight line so that the relationship between the two variables can be written in the form of a linear equation (Salafudin 2014). Simple linear regression is used for only one independent variable and one dependent variable (Siregar 2013).

## Results

### *Descriptive Statistics Results*

Based on the results of the statistical description, it can be concluded that N of the data totaling 36 corresponds to the respondent data from variable X for a maximum value of 93 and a minimum of 72.

**Table 1**

*Descriptive Statistics*

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
Self-Efficacy	36	21	72	93	79,81	,892	5,355	28,675
Achievement Motivation	36	21	72	93	79,78	1,046	6,275	39,378
Valid N (listwise)	36							

The author also makes classification categories into three categories, including: high, medium, and low. The categories are based on the ideal standard deviation with the ideal score. The classification is as follows: (Nalim 2012)

High category : if  $X > (M+1,5 SD)$   
 $X > 87,8425$

Medium category : if  $(M-1,5 SD) > X < (M+1,5 SD)$   
 $71,7775 < X < 87,8425$

Low category : if  $X < (M-1,5 SD)$   
 $X < 71,7775$

From the research results obtained by the author regarding self-efficacy, it shows that the interval 0 - 71.7 in the low category is 0 students or none with a relative frequency of 0%, while the medium category has an interval of 71.7 - 87.8 there are 32 students or a relative frequency of 89% and the remaining high category is 4 students with an interval of 87.8 - 93 with a relative frequency of 11%.

**Table 2**

*Frequency Distribution of Self-efficacy Questionnaire Results*

Number	Class Interval	Category	Frequency	Relative Frequency
1	87,8 – 93	High	4	11%
2	71,7 – 87,8	Medium	32	89%
3	0 - 71,7	Low	0	0%

<b>Total</b>	<b>36</b>	<b>100%</b>
--------------	-----------	-------------

From the data above, the level of self-efficacy is in the moderate category, because the average self-efficacy score of 79.80556 is in the class interval 71.7 - 87.8 which is included in the moderate category.

The results of the research obtained by the author regarding achievement motivation show an interval of 0 - 70.36 in the low category of 0 students or none with a relative frequency of 0%, while the medium category has an interval of 70.36 - 89.19 there are 32 students or a relative frequency of 89% and the remaining high category there are 4 students with an interval of 89.19 - 93 with a relative frequency of 11%.

**Table 3**

**Frequency Distribution of Achievement Motivation Questionnaire Results**

Number	Class Interval	Category	Frequency	Relative Frequency
1	89,19 – 93	High	4	11%
2	70,36 – 89,19	Medium	32	89%
3	0 - 70,36	Low	0	0%
<b>Total</b>			<b>36</b>	<b>100%</b>

From the data above, the level of achievement motivation is in the moderate category, because the average achievement motivation score of 79.77778 is in the class interval 70.36 - 89.19 which is included in the moderate category.

## **Data Analysis Results**

### **Instrument Test**

Instrument tests are carried out with validity and reliability tests. The validity test on self-efficacy is said to be valid because of the 17 questionnaire statement items have Sig. (2-tailed) <0.05 and a total of 36 which has an  $r_{table}$  value of 0.329 ( $df = 36-2$  with a result of 34) and the  $r_{count}$  value ranging from X1 to X25 is more than  $r_{table}$  ( $r_{count} > r_{table}$ ), namely 17 questionnaire statement items, so all X variable questionnaire statements regarding self-efficacy are valid.

Achievement motivation is said to be valid because of the 20 questionnaire statement items have Sig. (2-tailed) <0.05 and a total of 36 which has an  $r_{table}$  value of 0.329 ( $df = 36-2$  with a result of 34) and the  $r_{count}$  value ranging from X1 to X25 is more than  $r_{table}$  ( $r_{count} > r_{table}$ ), namely 20 questionnaire statement items, so all Y variable questionnaire statements regarding achievement motivation are valid.

After testing the validity, the statement items were then tested for reliability through *Cronbach's Alpha* using the help of the SPSS 25 program, the results obtained are as follows:

**Table 4**

**Reliability Test Results of Self-Efficacy Instrument (X)**

Cronbach's Alpha	N of Items
<b>,723</b>	25

Based on the reliability test table above, it can be seen that the instrument is said to be *reliable*. This can be seen in the *Cronbach's Alpha* value of  $0.723 > 0.6$ . So as the basis for decision making in the reliability test, it can be concluded that the 25 statement items are *reliable*.

**Table 5**

**Reliability Test Results of Achievement Motivation Instrument (Y)**

Cronbach's Alpha	N of Items
<b>,841</b>	25

Based on the reliability test table above, it can be seen that the instrument is said to be *reliable*. This can be seen in the

*Cronbach's Alpha* value of  $0.841 > 0.6$ . So as the basis for decision making in the reliability test, it can be concluded that the 25 statement items are *reliable*.

### Prerequisite test

The prerequisite tests carried out are normality test and linearity test. The results obtained from the normality test are as follows:

Table 6 Normality Test Results

N		36
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	3,83137082
Most Extreme Differences	Absolute	,098
	Positive	,096
	Negative	-,098
Test Statistic		,098
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.
- This is a lower bound of the true significance.

Based on the results of the normality test, it is known that the significance value is  $0.200 > 0.05$ , it can be concluded that the residual value is normally distributed. The results obtained from the linearity test are as follows:

Table 7 Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
Achievement Motivation * Self-Efficacy	Between Groups	(Combined)	996,639	15	66,443	3,482	,005
		Linearity	864,443	1	864,443	45,308	,000
		Deviation from Linearity	132,196	14	9,443	,495	,909
Within Groups			381,583	20	19,079		
Total			1378,222	35			

Based on the linearity test results because the Sig value. Deviation from Linearity  $0.909 > 0.05$ , there is a linear relationship between the independent variable and the dependent variable.

### Analysis of the Effect of Student Self-Efficacy on Achievement Motivation

Basis for hypothesis test decision making:

If  $\text{Sig} < 0,05 = H_0$  is rejected and  $H_a$  is accepted, so there is an effect of student self-efficacy on achievement motivation.

If  $\text{Sig} > 0,05 = H_0$  is accepted and  $H_a$  is rejected, meaning that there is no effect of student self-efficacy on achievement motivation.

### T Test Results

Table 8

#### T Test Results

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
-------	-----------------------------	---------------------------	---	------

		B	Std. Error	Beta		
1	(Constant)	5,713	9,814		,582	,564
	Self-Efficacy	,928	,123	,792	7,563	,000

a. Dependent Variable: Achievement Motivation

Because Sig. 0.000 < 0.05 = Ho is rejected and Ha is accepted, then there is an effect of student self-efficacy on achievement motivation. Because  $T_{\text{count}} 7,563 > T_{\text{tabel}} 2,032 = Ho$  is rejected and Ha is accepted, there is an effect of student self-efficacy on achievement motivation.

### F Test Results

Table 9

#### F Test Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	864,443	1	864,443	57,206	,000 <sup>b</sup>
	Residual	513,779	34	15,111		
	Total	1378,222	35			

a. Dependent Variable: Achievement Motivation

b. Predictors: (Constant), Self-efficacy

Because Sig. 0.000 < 0.05 = Ho is rejected and Ha is accepted, then there is an effect of student self-efficacy on achievement motivation. Because  $F_{\text{count}} 57,206 > F_{\text{table}} 4.12 = Ho$  is rejected and Ha is accepted, so there is an effect of student self-efficacy on achievement motivation.

### Simple Linear Regression Test Results

The results obtained from the simple linear regression test are as follows:

Table 10

#### Simple Linear Regression Test Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	864,443	1	864,443	57,206	,000 <sup>b</sup>
	Residual	513,779	34	15,111		
	Total	1378,222	35			

a. Dependent Variable: Achievement Motivation

b. Predictors: (Constant), Self-efficacy

From the output it is known that the value of  $F_{\text{count}} = 57.206$  with a significance level of  $0.000 < 0.05$ , so the regression model can be used to predict the self-efficacy variable or in other words there is an influence of the self-efficacy variable (X) on the achievement motivation variable (Y).

Table 11

#### Test Results for the Magnitude of the Correlation Value

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,792 <sup>a</sup>	,627	,616	3,887

a. Predictors: (Constant), Self-efficacy

The correlation / relationship value (R) is 0.792, the coefficient of determination (R Square) is 0.627, which means that the effect of the independent variable (self-efficacy) on the dependent variable (achievement motivation) is 62.7%. Thus, Ho is rejected and Ha is accepted, which means that there is an effect of student self-efficacy on achievement motivation.

## Discussion

Based on the descriptive statistics and data analysis results, the following results are obtained: First, the results of research obtained by the author regarding self-efficacy show an interval of 0 - 71.7 in the low category of 0 students or none with a relative frequency of 0%, while the medium category has an interval of 71.7 - 87.8 there are 32 students or a relative frequency of 89% and the remaining high category there are 4 students with an interval of 87.8 - 93 with a relative frequency of 11%. From the data above, the level of student self-efficacy is in the moderate category, because the average self-efficacy score of 79.80556 is in the class interval 71.7 - 87.8 which is included in the moderate category.

Second, the results of research obtained by the author regarding achievement motivation show an interval of 0 - 70.36 in the low category of 0 students or none with a relative frequency of 0%, while the medium category has an interval of 70.36 - 89.19 there are 32 students or a relative frequency of 89% and the remaining high category has 4 students with an interval of 89.19 - 93 with a relative frequency of 11%. From the data above, the level of achievement motivation of students is in the moderate category, because the average achievement motivation score of 79.77778 is in the class interval 70.36 - 89.19 which is included in the moderate category.

Third, test the instrument by conducting a validity test and reliability test. The validity test on self-efficacy is said to be valid because of the 17 questionnaire statement items have Sig. (2-tailed)  $<0.05$  and a total of 36 which has an  $r_{table}$  value of 0.329 ( $df = 36-2$  with a result of 34) and the  $r_{count}$  value ranging from X1 to X25 is more than  $r_{table}$  ( $r_{count} > r_{table}$ ), namely 17 questionnaire statement items, then all X variable questionnaire statements regarding self-efficacy are valid. Achievement motivation is said to be valid because of the 20 questionnaire statement items have Sig. (2-tailed)  $<0.05$  and a total of 36 which has an  $r_{table}$  value of 0.329 ( $df = 36-2$  with a result of 34) and the  $r_{count}$  value ranging from X1 to X25 is more than  $r_{table}$  ( $r_{count} > r_{table}$ ), namely 20 questionnaire statement items, then all Y variable questionnaire statements regarding achievement motivation are valid. The results of the reliability test on self-efficacy Cronbach's Alpha value of  $0.723 > 0.6$  and on achievement motivation Cronbach's Alpha value of  $0.841 > 0.6$ . So as the basis for decision making in the reliability test it can be concluded that 25 statement items are reliable.

The prerequisite tests carried out are normality test and linearity test. Based on the results of the normality test, it is known that the significance value is  $0.200 > 0.05$ , it can be concluded that the residual value is normally distributed. Based on the linearity test results because the Sig. Deviation from Linearity  $0.909 > 0.05$ , there is a linear relationship between the independent variable and the dependent variable.

Based on the T test with the results of Sig.  $0.000 < 0.05$  and  $T_{count} 7,563 > T_{table} 2,032 = H_0$  is rejected and  $H_a$  is accepted, and based on the F test with the results Sig.  $0.000 < 0.05$  and  $F_{count} 57.206 > F_{table} 4.12 = H_0$  is rejected and  $H_a$  is accepted. Based on the results of the simple linear regression test, the value of  $F_{count} = 57.206$  with a significance level of  $0.000 < 0.05$ . The correlation / relationship value (R) is 0.792, the coefficient of determination (R Square) is 0.627, which means that the effect of the independent variable (self-efficacy) on the dependent variable (achievement motivation) is 62.7%. Thus  $H_0$  is rejected and  $H_a$  is accepted, which means that there is an effect of student self-efficacy on achievement motivation.

These results are in line with those listed in Ahmad Susanto's book, that self-efficacy can also affect the mentality and emotional responses of individuals. People with low self-efficacy will perceive situations that are more difficult than they really are, so they tend to feel depressed, depressed and unable to find the best way to solve problems. People with high self-efficacy will help create a sense of calm when facing academic tasks and difficult conditions.

Ultimately self-efficacy becomes a powerful determinant and predictor of the level of achievement that an individual will achieve (Susanto 2018).

There are several studies that are relevant to the topic of this research, namely: Hermansyah Amir conducted research with the title "Correlation of the Influence of Self-Efficacy and Self-Management Factors on Achievement Motivation in Chemistry Education Students at Bengkulu University". The aspect of self-efficacy (X1) as an independent variable affects achievement motivation with a correlation coefficient of  $r = 0.508$ , positive relationship direction, one-way correlation direction and relationship strength is quite meaningful or moderate. This proves that student self-efficacy has a significant and linear effect on their achievement motivation. The better and higher self-efficacy in students will be followed by an increase in student achievement motivation, and vice versa (Amir 2016).

Erlin Dwi Kusumawati conducted a study entitled "The Effect of Adversity Quotient, Self-Regulation and Self-Efficacy on Achievement Motivation of KKO Students of SMP Negeri 13 Yogyakarta". Based on the data analysis that has been done, the correlation between self-efficacy and achievement motivation is obtained with an R value of 0.763. This means that there is a very strong positive correlation between self-efficacy and student achievement motivation. This means that the higher the value of student self-efficacy, the higher the level of achievement motivation. Then based on the results of simple linear regression analysis, it is known that the R Square value is 0.583. This means that there is a contribution of 58.3% between the self-efficacy variable and student achievement motivation. The sig.000 value can be understood that there is a positive and significant influence between self-efficacy and student achievement motivation (Kusumawati 2018).

Based on some of the relevant research, it has similar results that self-efficacy has a significant and linear effect on achievement motivation. The higher the level of student self-efficacy owned, the higher the level of achievement motivation. Vice versa, the lower the level of student self-efficacy owned, the lower the level of achievement motivation. Although there are differences in the results of the R Square values of the three studies. This study only examines part of the relationship, so that future researchers who are interested in conducting research on the same topic are expected to expand the scope, for example by adding other variables so that the results obtained are more varied and diverse.

### **Conclusion**

Based on the analysis of the data and the preceding discussions, the following conclusions can be drawn: (1) Student self-efficacy falls within the moderate category, as indicated by the average score of 79.80556, placing it within the 71.7 - 87.8 range, which corresponds to the moderate category; (2) Student achievement motivation also falls into the moderate category, with an average score of 79.77778, falling within the 70.36 - 89.19 range, classified as moderate; (3) An impact of student self-efficacy on achievement motivation is apparent. This is substantiated by the results of the T-test (Sig. 0.000 <0.05 and Tcount 7.563> Ttable 2.032, leading to the rejection of the null hypothesis (Ho) in favor of the alternative hypothesis (Ha), and by the F-test results (Sig. 0.000 <0.05 and Fcount 57.206> Ftable 4.12, resulting in the rejection of Ho and the acceptance of Ha. The simple linear regression test demonstrates a statistically significant relationship (Fcount = 57.206, significance level of 0.000 <0.05), with a correlation value (R) of 0.792 and a coefficient of determination (R Square) of 0.627, signifying that self-efficacy significantly influences achievement motivation by 62.7%.

In summary, these findings highlight that student self-efficacy indeed has an impact on their achievement motivation, and this relationship is characterized by a moderate level of self-

efficacy corresponding to a moderate level of achievement motivation. It's important to note that this study solely explores a portion of this relationship, and future research in the same field should consider expanding its scope by incorporating additional variables to enrich the findings. These results can serve as a valuable reference for efforts to enhance self-efficacy and boost student achievement motivation. Furthermore, it is encouraged that schools collaborate with parents to cultivate self-efficacy and nurture students' motivation for improved educational outcomes.

### **Conflict of interests**

The author declares that she has no conflict of interest.

### **References**

- Amir, H. (2016). Korelasi Pengaruh Faktor Efikasi Diri Dan Manajemen Diri Terhadap Motivasi Berprestasi Pada Mahasiswa Pendidikan Kimia Universitas Bengkulu." *Manajer Pendidikan* 10(4):336–42.
- Bangung, P., Hariani, L. S., & Walipah, W. (2020). Motivasi Berprestasi: Konsep Diri, Kecerdasan Emosional Dan Efikasi Diri." *Jurnal Riset Pendidikan Ekonomi* 5(1):24–31. doi: 10.21067/jrpe.v5i1.4340.
- Dewi, A., P., A., & Ansyah, E., H. (2018). Hubungan Antara Efikasi Diri Dengan Motivasi Berprestasi Pada Mahasiswa Yang Bekerja. *Proceeding National Conference Psikologi UMG*.
- Dharma, P., Kadek, A. R., & Rustika, I. M. (2018). Peran Kemandirian Dan Efikasi Diri Terhadap Motivasi Berprestasi Pada Siswa Kelas Unggulan Sma Dwijendra Denpasar. *Jurnal Psikologi Udayana* 5(01):12. <https://10.24843/jpu.2018.v05.i01.p02>.
- Hermawan, A. & Husna, L. Y. (2017). *Penelitian Bisnis Pendekatan Kuantitatif*. Depok: Kencana.
- Hermawan, I. (2019). *Metodologi Penelitian Pendidikan Kuantitatif, Kualitatif, Dan Mixed Methode*. Hidayatul Quran Kuningan.
- Kristiyani, T. (2016). *Self Regulated Learning (Konsep, Implikasi, Dan Tantangannya Bagi Siswa Di Indonesia)*. Sanata Dharma University Press.
- Kusumawati, E. D. (2018). Pengaruh Adversity Quotient, Regulasi Diri Dan Efikasi Diri Terhadap Motivasi Berprestasi Siswa Kko Smp Negeri 13 Yogyakarta. *Jurnal Pendidikan Agama Islam* 14(1):131–65. <https://10.14421/jpai.2017.141-08>.
- Mahmudah, U. (2020). *Metode Statistika Step By Step*. PT Nasya Expanding Management.
- Nalim, Y. & Salafudin. (2012). *Statistika Deskriptif*. STAIN Pekalongan.
- Prihatini, A. Muslimah, Z. R. & Fx Wahyu, W. (2018). Hubungan Antara Efikasi Diri Dengan Motivasi Berprestasi Pada Mahasiswa Universitas X Yogyakarta. *Jurnal Psikologi* 14(1):7–11.
- Purwanto, E.. (2014). Model Motivasi Trisula: Sintesis Baru Teori Motivasi Berprestasi. *Jurnal Psikologi* 41(2), 218. <https://10.22146/jpsi.6951>.
- Salafudin. (2014). *Statistik Inferensial*. STAIN Pekalongan.

- Sholehah, M. (2021). Efikasi Diri Dan Motivasi Berprestasi Siswa.
- Siregar, S. (2013). *Metode Penelitian Kuantitatif: Dilengkapi Dengan Perbandingan Perhitungan Manual & SPSS*. Kencana.
- Siyoto, S. & Sodik, M. A. (2015). *Dasar Metodologi Penelitian*. Literasi Media Publishing.
- Sujarweni, W. & Poly, E. (2012). *Statistik Untuk Penelitian*. Graha Ilmu.
- Susanto, A. (2018). *Bimbingan Dan Konseling Di Sekolah (Konsep, Teori, Dan Aplikasinya)*. Prenadamedia Group.
- Wulandari, S. (2013). Pengaruh Efikasi Diri Terhadap Minat Berwirausaha Pada Siswa Kelas XII Di SMK Negeri Surabaya. *Jurnal Pendidikan Tata Niaga (JPTN)* 1(1), 1–20.