

## The Relationship of Academic Self-Efficacy to Academic Motivation of Junior High School Students From Families Towards Prosperity

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### Abstract

*Every individual behaves based on motives. The existence of a motive makes behavior directed towards the goals to be achieved by someone. Someone who has the motivation, based on the existence of self-confidence called self-efficacy. Especially in an academic setting, students will be motivated if they have confidence in the achievements they will achieve. The purpose of the study was to determine the relationship between academic self-efficacy and academic motivation of junior high school students from Families to Prosperity. The subjects in this study were 134 State Junior High School students in grades VII and VIII from those belonging to families towards prosperity. This research design uses a quantitative approach with regression analysis. The results of this study indicate that academic self-efficacy has an influence of 34% on the academic motivation of KMS students. The results of this study indicate that there is a relationship between self-efficacy and academic motivation of students who come from families to prosper. Self-efficacy as an internal factor has a greater role than external factors in increasing the academic motivation of students with family backgrounds towards prosperity*

**Keywords:** *Academic Self-Efficacy; Academic Motivation; Students; Families Towards Prosperity;*

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## **Introduction**

Motivation is the driving force of a person to behave in a goal-directed manner (Ghufron and Suminta 2018). According to Maslow (Asrori n.d.), a person feels motivated because of a need that must be met. In the context of education, motivation is related to student involvement in learning, both related to the learning process and learning outcomes (Asrori n.d.). Academic motivation is the factor that influences an individual to go to school and later get the expected degree (Clark and Schroth 2010). Academic motivation is related to factors that come from internal sources in the form of self-efficacy (Schunk 1991).

According to Bandura (Bandura 1986), a person's behavior is influenced by personal factors (such as knowledge, attitudes, and self-efficacy) and the surrounding environment (such as social support). Bandura (in Rustika, 2014) states that self-efficacy is an internal factor that has a major role in academic achievement. According to Bandura and Wood (in Wulandari, 2000), self-efficacy is self-confidence in one's ability to drive motivation, thinking capacity, and behavior to overcome situations.

In Yogyakarta, there is a scholarship program for students who come from family backgrounds to prosper so that students and their families are no longer charged with education administration costs. However, according to Andayani (in Rusminah, 2016), KMS student achievement tends to be below that of regular students. This is based on the learning achievements obtained when taking the exam. With the scholarship assistance from the government, students should have high academic motivation because students and parents can focus on studying. However, this is contrary to reality. With this background, the researcher wants to know the relationship between KMS students' self-efficacy and students' academic motivation.

## **Method**

This study uses a quantitative approach design with multiple regression analysis methods and uses the LISREL 8.80 application to see the direction of the variable relationship. Prior to regression analysis, the data were first analyzed by performing normality, linearity, and multicollinearity tests. The instrument used in this study is the self-efficacy and academic motivation scale which is distributed to students who meet the criteria for the research subjects that have been determined

## **Result and Discussion**

### **A. Research Result**

Subjects The research subjects were 60 grade VII students and 74 grade VIII students at the State Junior High School level in the city of Yogyakarta who came from families towards prosperity and had a card for prosperity.

### **Instrument Reliability**

The following are the results of instrument analysis using the technique Alpha Cronbach

**Table 1. Instrument Reliability**

Reliability Statistics			
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Motivasi Akademik	.868	.870	18
Efikasi Akademik	.810	.811	9

Based on the table above, it can be seen that the Academic Motivation scale has a Cronbach's Alpha of 0.868 ( $> 0.7$ ) and an academic self-efficacy scale of 0.810 ( $> 0.7$ ). This shows that this research scale is reliable to use.

### Sumption Test

#### 1. Normality Test

Based on the results of the one-sample Kolmogorov-Smirnov test, it can be seen that Asymp. Sig (2-tailed) is 0.19 which means that the data is normally distributed and heterogeneous.

**Table 2. Normality Test**

One-Sample Kolmogorov-Smirnov Test			
		Motivasi	ED
N		134	134
Normal Parameters <sup>a,b</sup>	Mean	76.1567	32.7090
	Std. Deviation	8.50462	4.40578
Most Extreme Differences	Absolute	.094	.104
	Positive	.075	.104
	Negative	-.094	-.064
Kolmogorov-Smirnov Z		1.084	1.202
Asymp. Sig. (2-tailed)		.191	.111

a. Test distribution is Normal.

b. Calculated from data.

#### 2. Linearity Test

Based on the linearity test, it can be seen that the p-value of academic motivation and self-efficacy is 0.090 ( $> 0.05$ ), which means that there is a linear relationship between the criteria and predictors.

**Table 3. Linearity Test of Academic Motivation with Academic Efficacy**

ANOVA Table						
			Sum of Squares	df	Mean Square	Sig.
motivasi * ED	Between Groups	(Combined)	4638.218	20	231.911	.000
		Linearity	3362.027	1	3362.027	.000
		Deviation from Linearity	1276.191	19	67.168	.090
	Within Groups		4981.491	113	44.084	
	Total		9619.709	133		

### 3. Hypothesis Test

Based on the regression analysis, it can be seen that the value is R Square 0.423 with F = 47.991 with a significance of 0.05, which means that there is a positive relationship between academic self-efficacy and students' academic motivation. So it can be concluded that the hypothesis in this study is accepted.

**Table 4. Statistical Description**

Measures of Association				
	R	R Squared	Eta	Eta
motivasi * DS	.540	.291	.709	.502
motivasi * ED	.591	.349	.694	.482

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.650 <sup>a</sup>	.423	.414	6.51006	.423	47.991	2	131	.000

a. Predictors: (Constant), ED, DS

b. Dependent Variable: motivasi

**ANO**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4067.806	2	2033.903	47.991	.000 <sup>a</sup>
	Residual	5551.903	131	42.381		
	Total	9619.709	133			

a. Predictors: (Constant), DS, ED

b. Dependent Variable: motivasi

## Discussion

Self-efficacy is one's belief in one's own ability to achieve a certain level of performance (Bandura 1986). According to Schunk (Schunk 1991) VA Academic self-efficacy can be in the form of self-confidence in one's abilities, skills, ability to understand

material and others. Individuals dealing with something will be more optimistic when they have self-efficacy and social support (Karademas 2006). This is in accordance with the opinion of Bandura (Bandura 1986) which states that there are internal and external factors that influence individual behavior. One of these internal factors is self-efficacy. According to Schunk (Schunk 1991), in the face of pressure, a person will be more motivated if he has good self-efficacy.

Based on the results of the analysis of the research data, it is known that there is a positive relationship between academic self-efficacy and academic motivation in grade VII and VIII junior high school students who come from out to prosperous

### **Conclusion**

Academic motivation consists of two factors, namely internal and external motivation. One of the internal motivations is self-efficacy. Based on this research, it is known that self-efficacy affects the academic motivation of grade VII and VIII junior high school students. In addition to academic self-efficacy, other internal and external factors influence the academic motivation of students with family backgrounds towards prosperity.

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