Jurnal Pendidikan Agama Kristen
(JUPAK)

Efficacy: Can It Improve Students' Learning Achievement

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Abstract

Education is one of the needs that is needed by every individual and is a very important thing, because education has an important role and has a big impact on human life. In the world of education, of course, it cannot be separated from various problems which certainly require an answer as a solution to existing problems. One of the topics of discussion in the world of education at this time is regarding the nature of self-efficacy or self-efficacy that exists in students. According to several journals, several studies have been conducted on self-efficacy in students and the results found that self-efficacy has a significant impact on students, both in terms of thinking patterns, ways of learning and doing assignments, and influencing student learning outcomes. In addition, self-efficacy plays an important role for each individual, so that they are able to discover and develop their potential. Even though this self-efficacy has a positive impact on student learning outcomes, in reality not all students have this self-efficacy themselves. Because of that, another party is needed to generate self-efficacy in a student. Therefore, this paper discusses "Self efficacy: can it increase student achievement?"

Keywords: Efficacy, Students, Learning Achievement

INTRODUCTION

In the world of education, learning achievement is one of the most important elements, in order to determine whether students acquire new knowledge or knowledge or not. This needs to be ensured because the intellectual abilities of each individual have a great influence on their survival in the future. Therefore, an evaluation is needed after the learning process, or it can be called learning achievement. According to the Big Indonesian Dictionary, learning achievement is the ability possessed by individuals in mastering knowledge and skills acquired and developed through each subject.

But to achieve achievement requires hard work, struggle. One of the things that can influence a student to achieve achievement is to have *Self efficacy. The* ability that a person has in learning if it is not accompanied by a belief in himself that he is definitely able to achieve something then the drive and motivation to learn in himself will not be maximized. But the belief in himself that he must and must achieve achievement is an important asset for him to fight and pursue what he wants. People who have self-efficacy have awareness of their abilities, and when they have awareness of their abilities, they try to improve if there are many weaknesses in themselves, and vice versa if they have the awareness that there is a lot of potential and ability in themselves to achieve something then they will not waste the opportunity to achieve the achievements that are waiting for them.

It is on this basis that researchers conduct research on "*Self efficacy:* Can it Improve Learners' Achievement?" with the aim that through this study researchers can convince readers that *Self efficacy* can improve the achievement of learners, so that each reader can build in himself and in his students this *self efficacy*.

Self Efficacy has become a topic that is widely discussed and researched by many authors, because it is thought to have an influence on student learning outcomes. In a journal written by Monika and Adam (2017) which discusses the effect of self efficacy on learning achievement, they argue that students who have high self efficacy can improve their learning

outcomes because they have good performance than students who have low self efficacy. Why is this the case? According to Nurfa'izah's (2023) research, students who have low self efficacy cannot improve their learning achievement because they do not believe in their abilities so they prefer to avoid tasks.

According to several journals that I found, several authors have conducted research on students from various levels and various schools. From the results of research conducted by Sudwiarum, Nuryana, and Puspitasari (2021), it was found that students who have high self efficacy can not only improve their learning achievement, but also make them able to make decisions about the profession they will take in the future. This statement can also be supported by the results of research conducted by Florina and Zagoto (2019), where they said that students who have high self efficacy can make choices that then become their goals, and can be persistent in achieving their goals because they can overcome the anxiety and difficulties they experience.

According to Nurhijatina and Ar rosikh (2022) in their journal which also discusses self-efficacy, they write about strategies to increase self-efficacy in students. The strategies written are in the form of guidance, mentoring, and ways of delivering material that helps students to increase their self-efficacy. But according to my understanding, to increase self-efficacy is not just that, but also needs new and creative ways to make students interested and excited to do it, such as playing games, doing fun training regularly, or so on. Therefore, I wrote this journal to find out more about self-efficacy and its relationship or influence on student learning achievement, and to find ways that can be used effectively for students.

METHOD

The research method that I used in making a scientific paper entitled "*Self efficacy:* can it improve learner achievement?" This is a literature study research method. In accordance with the definition of literature study, I made this scientific work by conducting research through the literature that I found. The literature I researched were journals, books, and scientific papers. I read the literature I found, understood it, and then analyzed it in my mind. In these literatures, of course, there are various theoretical and research studies that discuss *self-efficacy* and learning achievement owned by students in Indonesia, in several schools that have become the object of research.

RESULT AND DISCUSSION

A. Self-efficacy

1. Definition of Self-Efficacy

Self-efficacy is an aspect that is very important for each individual in carrying out each of their tasks (Karmila and Raudhoh 2021). The belief that exists in an individual that he is able to perform a task, achieve a goal, and produce something. In his book entitled "*Psychological Review*", Albert Bandura, a Canadian psychologist, suggests that *self-efficacy* is a belief held by individuals, namely beliefs in measuring their abilities, where they feel confident that they are able to do something and are able to do the things needed to achieve their goals.

In terms of etymology, *self-efficacy* consists of two syllables, namely *self* and *efficacy*. *Self* means referring to an individual, or it can be said to be a person, while *efficacy is* defined as a self-assessment regarding right and wrong, good and bad, capable or incapable, and so on. Through these understandings, it can be concluded that *self efficacy is* a belief that a person has about their own abilities.

However, we need to be careful in understanding this *self efficacy* correctly. It needs to be understood that *self efficacy is* not an ability possessed by an individual, where he has the ability to achieve his goals. *Self efficacy is not an* ability, but a belief. These are certainly two different things, but they are often misunderstood by some of the people I met in my education. Ability and belief are two different things. Confidence is a feeling and outlook that an individual has, where they believe that they are able to achieve their goals.

In education, self-efficacy is commonly referred to as academic self-efficacy. Academic self-efficacy refers more to the consideration of the amount of one's beliefs about his ability to complete tasks in the learning process (Yuliyani, Handayani and Somawati 2017). Therefore, self-efficacy has an important role for the education of each individual. This can happen because learners need to have confidence in their abilities, so that they can learn and complete the tasks given.

2. Dimensions of Efficacy

Albert Bandura formulated the existence of dimensions in *self-efficacy* which consists of three parts, namely as follows.

a. Level

Level means level. The level in question is about the level of difficulty of the task that an individual believes he can complete. Even if he feels confident that he can complete the task or achieve his goal, he certainly has certain limits, namely the level of difficulty that he believes he can overcome.

b. Strength

The strength in question is about the strength of belief possessed by an individual. The strength of belief that a person has certainly has a big influence on his resilience in completing or doing his work. When a person has great confidence and is not easily shaken, he will be able to complete his work and achieve his goals. Even if he has to go through a process that makes him difficult, he will not give up easily and will keep trying, because he believes that he is able to complete his work. Conversely, when someone has a weak strength or belief in their self-efficacy, they will be easily swayed by unsupportive experiences. (Kusrieni 2014). However, according to my understanding, the intended strength dimension is the strength of self-efficacy that persists in itself. For example, when someone with a high level of self-efficacy has the strength to maintain their self-efficacy at a high level without being affected by other things such as words or criticism from others, the difficulty of the task they are doing, and so on.

c. Generalization

This generalization dimension refers to a variety of circumstances, in which the assessment of self efficacy can be applied. Thus, it can be understood that the application of self efficacy does not depend on specific situations, but can apply to various circumstances.

3. Self-Efficacy Process

According to Albert Bandura, self-efficacy has a psychological process which then has an influence on human functioning. (Florina and Zagoto 2019).

a. Cognitive Process

In solving problems, a person needs to first set a goal or target, so that he is able to decide what steps he needs to take to achieve his goal. In determining the goal and determining the steps he will take, depends on his own beliefs about his cognitive ability to complete the task. When he is thinking and designing goals along with the steps he will take, he will most likely also begin to predict the possibilities that will occur regarding the impact of what he is doing. Therefore, in this case there is a cognitive process that will influence him in acting.

b. Motivation Process

In this motivation process, what is meant is an understanding that individuals need to have optimistic thoughts that they are able to achieve the goals they have set, so that they can motivate themselves. The existence of *self-efficacy* in an individual certainly has an influence on individuals in motivating themselves. For example, it can be seen from the way individuals view a failure that befalls them. Individuals who have a high level of *self efficacy* tend to see that their failure is caused by the lack of effort they put in. Meanwhile, individuals who have a low level of self-efficacy tend to view that the failure they experience is due to their lack of ability to do the task.

c. Affection Process

Basically, affection exists in every individual by itself, and even has an important role in the feelings that exist in individuals. Affection usually plays a role in regulating the level of anxiety and depressiveness that individuals are likely to feel when they are working on tasks or steps to achieve a goal that they have set. The anxiety and depressive feelings felt by individuals when facing difficult tasks or conditions can certainly be a threat to them. When he begins to feel anxious, afraid, and no longer confident in his abilities, then of course it will be an obstacle in achieving his goals. Therefore, when an individual has a good affection and firm belief, he will not stop trying even if it makes him difficult.

d. Selection Process

In this selection process, what is meant is the ability possessed by individuals in choosing or selecting behavior and the environment around them. This certainly has an influence on the *self-efficacy* that exists within them. When they are able to select their behavior and surroundings, knowing about what is good and bad for them, then they will be able to survive in the midst of the distress they feel. Conversely, when they are unable to make this selection process, they will feel confused, unconfident, and easily give up when they are faced with difficult tasks or situations.

4. Impact of Self-Efficacy

Through the previous discussion, it can be seen that *self efficacy* has a big role and influence in each individual. Therefore, the discussion on the impact of *self efficacy* will be divided into three parts, namely the positive impact of high levels of *self efficacy*, the negative impact of high levels of self efficacy, and the negative impact of low levels of self efficacy.

The first positive impact of high self-efficacy is high motivation to achieve goals. Individuals who have a high level of *self-efficacy* will certainly feel confident in their abilities. Because of this belief, they become easy to motivate themselves to work on and solve a task or problem. That way, they will not give up easily and can spur themselves to continue to be enthusiastic in doing the task. Second, it improves mental and physical health. A high level of *self-efficacy* in individuals can make themselves happy, confident, excited, and not easily depressed because of the tasks they have to do. Therefore, those who have high levels of *self-efficacy* can have their mental health. Not only that, their physical health will also be maintained because of their enthusiastic attitude in living life even though they have tasks to complete. Third, it improves performance and better results. Individuals with high levels of *self-efficacy* have good performance and provide better work results. This can happen because of the belief in themselves that they are able to do the tasks given to them. It is that self-confidence that makes them produce good work, because they believe that they are able to do the job, thus making them exert all their abilities and work as optimally as possible. Fourth, it strengthens social relations. *Self Efficacy is* related to the self-confidence that each individual has. Therefore, for individuals who have a high level of *self-efficacy, it* will make them easy to establish relationships in the social environment. Such things can happen because of the confidence in themselves, where they also feel that they are able to interact and establish good relationships in their social environment. In the end, it is this confidence that encourages them to be brave and willing to interact with the community around them, so that they are able to strengthen the relationship between them. Fifth, it helps overcome obstacles and challenges. The high level of *self-efficacy* in an individual can make them able to overcome the obstacles and challenges they experience. When someone has high confidence that they are able to overcome or complete their work, then even if there are obstacles and challenges that befall them when they are doing a job, they will overcome them. At that time, they will tend to feel that they are capable and will not be shaken by various obstacles and challenges that stand in their way.

The Negative Impact of High Self-Efficacy consists of: First, overly bold behavior. The high level of *self-efficacy* that exists in individuals apparently also has a negative impact on themselves. A high level of *self-efficacy* can make individuals have bad behavior due to excessive self-confidence. Their self-confidence can deviate into negative things, such as being too brave because they feel that they are great and able to complete their tasks. Second, underestimating others. Because they have a high level of self-confidence, it is possible that they feel that they are superior to others. This can lead them to be dismissive of others. Not only that, they may also behave badly such as

committing acts of violence, saying demeaning words, ignoring the existence of others who are considered inferior, and so on. Third, it is difficult to accept criticism. Individuals who have high *self-efficacy*, can make it difficult for them to accept criticism given to them. This can happen because the level of confidence they have tends to make them feel confident that they have done the right thing, so they find it difficult to accept criticism and suggestions. This is one of the negative impacts as well as a weakness for them, because when they find it difficult to accept criticism from others, it will hinder their own development process. Fourth, being too much of a perfectionist. Considering the definition of *self-efficacy* is a belief and confidence that is possessed by a person, then because of the high confidence it can make them perfectionist and set high standards for themselves. When they feel confident that they are able to complete their tasks with the abilities they have, then they will most likely set high standards in completing their work.

The Negative Impact of Low Self-Efficacy consists of: First, low motivation. Someone who has low *self-efficacy* tends to have difficulty in motivating themselves. They will feel that they are not able to do a task given to them and feel unable to achieve the goals that have been determined. Therefore, they cannot motivate themselves to do the tasks that have been given to them. Second, feeling fear and anxiety. Someone who has a low level of *self-efficacy is* likely to feel fear and anxiety when they are faced with a situation or task that is new to them. They will feel unsure of their abilities, so they feel anxious and doubtful, and think whether they can complete the task well or not. Of course, this is a negative impact on themselves, because when it can be a barrier for them when they do the task. Third, lack of initiative. Individuals with low levels of *self-efficacy* certainly do not have enough confidence in themselves. This certainly makes them lack initiative in doing something, because they are afraid that the initiative they take is not right. Therefore, individuals who have a low level of *self-efficacy* are less trained to take initiative and be confident in what they do. Fourth, the emergence of cheating behavior. The level of *self efficacy* seems to have an influence on cheating behavior carried out by school students. Low self-efficacy can make a student lose his motivation to learn, not want to do assignments, and even cheat on exams. (Anitasari, et al. 2021). This can happen because they do not have confidence in themselves and their intellectual abilities (Kusrieni 2014).

5. Factors Affecting Self-Efficacy
There are various factors that affect the efficacy of a person. These factors consist of:

a. **Interests**

Interest influences the level of self-efficacy that exists in each individual. When someone has an interest in his life, be it in the field of education or work, then he will increase the self-efficacy that exists in him. For example, when a student has an interest in continuing his education in the school he wants, then he will automatically increase his self-efficacy, namely he will become motivated and confident that he is able to continue his education in the school he wants.

b. **Attachment Style**

At this point, the attachment style referred to is the attachment between the teacher and the learner. When a teacher is able to establish attachment to students, then it is likely that students will feel that learning can be followed, and they will want to try to understand the subject matter, because they already have an attachment to their teacher. Therefore, attachment style is an aspect that affects the level of *self-efficacy* in students (Mukti and Tentama 2019). However, in my opinion, close attachment between teachers and students can also make the level of efficacy low. For example, when a person has an attachment to his teacher, he may become a person who underestimates the tasks that have been given to him. When he continues to underestimate his assignments, then one day he will not have confidence when he starts doing his assignments.

c. **Neighborhood**

Self-efficacy is also influenced by the surrounding environment, especially during childhood. When a child is in a positive environment and provides a good example for him, such as in the family environment and the social environment around them, the child will experience the development of self-efficacy well and grow in a positive direction. (Laksmi, Suniasih and Wiyasa 2018). Conversely, when a child grows up in an environment that often experiences failure and is not supportive for the child, then the child will have difficulty increasing his or her self-efficacy and will likely grow up to be a child who experiences excessive fear of failure in their life, which will also make it difficult for them to find potential in themselves. However, in my opinion, a good environment also does not guarantee someone has a high level of self-efficacy. If a person is in a good and supportive social environment but apparently has other factors that hinder him from improving his self-efficacy, such as past experiences, then the good environment may not affect the development of his self-efficacy.

6. **Characteristics of Self-Efficacy in Learners**
a. **Have confidence in your own abilities**

As explained in the discussions above, self-efficacy is a belief in the ability of each individual. Likewise with students. Learners who feel confident in their own abilities and have confidence in the academic field, then it can be said to be one of the signs that these students have a high level of self-efficacy.

b. **Likes Challenges**

One of the characteristics possessed by learners is that they like challenges. Learners who have a high level of self-efficacy certainly like challenges, because then they can hone their abilities in solving these challenges. When they are given a challenge, they will feel excited to complete the challenge.

c. **Results-Oriented**

Learners who have high levels of self-efficacy are more result-oriented than process-oriented. They focus more on the results and goals they want to achieve. This can be seen when they try as hard as possible to achieve the goals they want, or even they will be ambitious in doing something.

d. **Not Give Up Easily and Able to Overcome Fear**

When a learner has a high level of self-efficacy, then they will not give up easily even if they are required to work on tasks that drain their brains, or can be said to be tasks that make them difficult. In addition, they are also able to overcome the fear they feel. When they feel afraid, anxious, or worried, they are able to overcome these feelings because they have a strong belief that they are able to deal with it.

B. Learning Achievement

1. Factors Affecting Learning Achievement

Learning achievement of each individual can be influenced by various factors and can be divided into two parts, namely internal factors and external factors. Internal factors are physiological factors and psychological factors, which are influenced by within each individual, such as interest, talent, self-concept, and others. While what is meant by external factors is student learning achievement which is influenced by family, school environment, community environment, and so on.

2. Student Learning Outcomes in View of Self-Efficacy

Self Efficacy has a close relationship with student learning achievement. According to all the discussions described above, the high and low levels of *self-efficacy* in each individual have a positive impact and also a negative impact. Of course, this also applies to students and affects the results of student achievement, because the high and low levels of *self-efficacy in* students affect the learning process and the results of student achievement.

According to the results of research from a previous journal, said that students who have a low level of self-efficacy tend to think that they do not have the ability to do the tasks given by the teacher. When they get a task, they will see the task as a very difficult job and feel that they are unable to complete the task, so they prefer to delay or even not do the assigned task. Most of these students give up before attempting to work on it. Negative thoughts and assessments about themselves are more prominent than having positive thoughts that they can do it if they have the commitment to do it. Of course, this has a considerable impact on the results of their learning achievement at the time of the learning evaluation.

Conversely, students who have a high level of *self-efficacy* also have high self-confidence. When they get an assignment given by their teacher, they will immediately feel that they are able to complete the task (Sinulingga, 2016). *The* high level of *self-efficacy* they have will certainly make them do the tasks given to them optimally. Even if they have a high level of *self-efficacy*, in fact it does not guarantee that they will get good results from the tasks they do. However, when they experience failure, they will see the failure as a new motivation for them, so that in the future they can try even more and correct the mistakes that have caused them to fail (Oktariani, 2018).

In addition, the results of research from one of the journals found, said that in fact high *self efficacy is* still not owned by all students. Through his research, students who already have a high level of *self-efficacy are* only 18.1%, which is researched from their process of learning and understanding math subjects (Akuba, Purnamasari and Firdaus 2020). Therefore, it can be concluded that the average level of self-efficacy possessed by students in several schools in Indonesia is still very minimal and requires action from teachers or teachers to help students increase their self-efficacy.

C. The Role of Teachers in Improving Self-Efficacy in Learners
1. Using Transformational Leadership Style

A teacher is a figure who has an important role in the success of education in schools. One of the factors of a teacher that has an influence on students' self-efficacy is the leadership style of the teacher. According to the journal I read, a teacher needs to have a transformational leadership style, which is how a teacher can find out the needs and look for potential motives that exist in students, and can also make students confident about their needs (Wardhani and Kurniawan 2017). By understanding their own needs, learners will begin to realize what their goals are and what they must fulfill.

2. Using Group Guidance

The group guidance intended in this discussion aims to enable learners to share what they feel and can also gain experience from other learners. In other words, learners can exchange opinions, experiences, life goals, and so on. Through this method, it is hoped that learners can obtain a new motivation for themselves, so that their level of self-efficacy can increase because of the goals that begin to be organized in their minds (Anggara, Yusuf and Marjohan 2016).

3. Implementing "PLANS" Training

The "PLANS" training is about how teachers train learners to make plans for their education or career. This aims to help learners start thinking about their future and their goals, helping them start to organize the steps to achieve these goals, so that in the end they can increase their self-efficacy (Ardiyanti and Alsa 2015). According to the journal I read, this training has succeeded in increasing self-efficacy in most of the students who participated in this training.

4. Using the Snakes and Ladders Game

Snakes and ladders games can be used as a medium in building self-efficacy in students (Wulandari and Pravesti 2021). The snakes and ladders game is a parable for the journey of human life which of course leads to a goal. In achieving that goal, of course, there are many obstacles and also many opportunities that make us have to try to achieve that goal. The purpose of this game is to train students to be more careful, patient, and train them to continue to be confident in taking step by step.

RECOMMENDATIONS ON RESEARCH AND DEVELOPMENT

The author realizes that this research still has a lot of room for discussion or space to conduct further research, therefore the researcher provides recommendations for conducting further research to make it more useful for the benefit of the world of education.

CONCLUSION

In this world, the level of self-efficacy has a big role in the life of every individual. The level of efficacy determines how the individual is able to understand and develop the potential they have, how the individual is able to complete the tasks given to him, and how the individual does the ways to achieve the goals he has set. The same applies to learners. Learners also need to have high self-efficacy, so that they are excited and motivated in pursuing their education. But in reality, there are still a small number of learners who have high self-efficacy. Therefore, teachers need to do some ways to help learners raise their level of self-efficacy, so that the performance in the world of education in Indonesia can be more advanced because of students who are willing to learn and are eager to pursue their education.

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