



Teacher's self-efficacy in class management on student learning outcomes

Ermi Sola¹

¹Alauddin State Islamic University Makassar
Correspondence Email: ermisola18@gmail.com

ABSTRACT

Self-efficacy is a person's self-confidence about his ability to do something to achieve specific results. Classroom management is an educator activity to create a conducive classroom situation to achieve the optimal learning objectives that have been set. Educators who have high self-efficacy in class management are believed to be able to overcome various problems faced by students during the learning process, both in terms of managing the class, maintaining the beauty and cleanliness of the class, arranging student seats, learning media. Moreover, psychological problems are experienced by students. This study aims to determine 1) teacher self-efficacy for class XII B SMAIT Al Fityan School Gowa 2018/2019 academic year, 2) student learning outcomes of class XII B SMAIT Al Fityan School Gowa 2018/2019 academic year, and 3) the relationship between self-efficacy with the learning outcomes of Class XII B SMAIT Al Fityan School Gowa 2018/2019 academic year. This research uses a quantitative approach with a descriptive type. The research population was all students of class XII B, totaling 30 people. Samples were obtained through a simple random sampling technique. Data collection techniques were carried out using questionnaires and documentation. The research instrument was a closed questionnaire. Data were analyzed through descriptive and inferential analysis techniques. Based on the results of data analysis, t count = 0.155 and t table = 2.306 with $db = 8$ at a significance level of 5% (0.05). These findings indicate that the t count is $0.155 < t$ table 2.306, so H_0 is accepted, and H_a is rejected. This means that there is no significant relationship between self-efficacy and the learning outcomes of class XII B students at SMAIT Al Fityan School Gowa.

Keywords: Self-efficacy; classroom management; learning outcomes

1. INTRODUCTION

Education is one of the main pillars in anticipating the future, oriented towards preparing the next generation (UU No. 20 of 2003). Education, in essence, increases knowledge and understanding and changes in behavior according to the needs of each individual (Shah, 2005, p. 10). The importance of education is stipulated in UU Nomor 32 Tahun 2013 Pasal 2 Ayat 1a concerning National Education Standards, which reads, "National Education Standards are perfected in a planned, directed and sustainable manner by demands for changes in local, national and global life." This statement means that education certainly has important and serious goals, so the government stipulates the importance of perfecting national education standards. Learning means teaching and learning process. Ministry of National Education (2008: 24) defines learning as "an effort to know something, trying to acquire knowledge (intelligence, skills)." In more detail, learning is interpreted as "the process of effort made by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with his environment" (Slameto, 2003: 2). Based on the two opinions above, it can be concluded that learning is a process of acquiring knowledge and skills, mastering skills and character, and forming attitudes/behavior as a manifestation of one's experience in interaction with the environment.

Learning, in principle, involves educators and students. During the learning process, a person carries out physical and mental activities that take place in active interaction with their environment, resulting in various changes in the definition of learning. These constant changes make an impression (Purwanto, 2006, p. 36). Santrock (2007: 219) suggests, "learning is the process by which an organism changes its behavior as a result of experience." As a result of the learning and learning process, students are expected to achieve optimal and satisfying learning achievements (Sardiman, 2005, p. 160) because learning is an absolute requirement as the key to student intelligence. However, it cannot be denied that the learning and learning process also faces several obstacles, especially the unsatisfactory learning outcomes of students. In contrast, the expected learning outcomes are that students can understand, master, and apply concepts regarding the material being taught. Learning outcomes are the most essential part of the learning process. Learning outcomes as changes in behavior after going through the teaching and learning process, in a broad sense, include the cognitive, affective, and psychomotor fields. Learning outcomes are influenced by several factors, namely, internal factors (physical, physiological, fatigue) and external factors (family, school, and community activities). Another factor that can also affect learning outcomes is self-efficacy.

Self-efficacy is an individual's belief about his ability to perform tasks or actions to achieve specific results. This belief will encourage someone to achieve success. Someone

with self-efficacy will try hard and survive problems to achieve the goals he wants (Gufron and Risnawati, 2016: 73). Someone with high self-efficacy believes they can do something to change events or events in their surroundings. Conversely, someone with low self-efficacy feels he cannot do or change various things around him (Gufron & Risnawati, 2016, pp. 75-76). Alwisol argues that self-efficacy can be obtained, changed, increased, or decreased through one or a combination of four sources, namely 1) performance experience (performance accompany), which is an achievement that has been achieved in the past, 2) vicarious experiences) is experience gained through social models, 3) social persuasion (social persuasion) is a sense of trust in the persuasion giver, and the reality of what is being persuaded and 4) emotional/physiological states (<http://journal.uad.ac.id/index.php>). Al-Qur'an surah Ali Imran: 139 and Fusshilat: 30 emphasize self-efficacy, namely emphasize self-efficacy, belief, or self-confidence. The two surahs also explain the character and attitude of a believer who should not be weak, afraid, or sad and be firm in his convictions. The first surah says, "And do not be weak, and do not (also) be sad, even though you are the people of the highest (degree) if you are believers." (Ali Imran: 139). Then, "Indeed, those who say: "Our Lord is Allah" then they firm their stand, then an angel will come down to them (saying): "Do not be afraid and do not feel sad; and be happy with (acquiring) the paradise that Allah has promised you." (Fusshilat: 30). Self-Efficacy can be developed through 1) Mastery experience, 2) other individual experiences, 3) verbal persuasion, and 4) biological conditions (<http://www.uky.edu/~eushe2/Bandura/BanEncy.html>). Gufron and Risnawati, 2016: 78-81) argue that the self-efficacy of each individual is different. These differences are based on dimensions, 1) level, 2) strength, and 3) generality, while the process of self-efficacy includes 1) cognitive, 2) motivation, 3) affective, and 4) selection.

Self-efficacy has an important role and is closely related to learning outcomes. Slameto (2010: 54-71) suggests various factors that can contribute to one's learning outcomes. These factors are categorized into internal factors and external factors. Internal factors are found in a learning learner, such as health, maturity or growth, intelligence, interest, motivation, and training. External factors include –from outside oneself– namely 1) family (student ways, relationships between family members, home atmosphere, economic conditions, culture; 2) schools, such as teacher teaching methods, curriculum, teacher interaction with students, fellow students, school discipline, learning media, school infrastructure, and 3) society, such as student activities in the environment where they live, associates, and patterns of community life. Shintalismi (2012: 12) interprets student learning outcomes as changes in behavior that include cognitive, affective, and psychomotor fields. In a more detailed sense, Purwanto in Ipan (2015: 13) suggests that learning outcomes are abilities that individuals acquire after the learning process, which can provide changes in behavior knowledge, understanding, attitudes, and skills of students so that they become better than before. Changes in behavior in individuals result

from interactions between one individual and another and between the individual and the environment. Students with high self-efficacy will be enthusiastic or try hard to show their ability to succeed if given learning. Conversely, if a learner does not have high self-efficacy, they tend to avoid assignments or carry them out half-heartedly so that they will quickly give up if they encounter obstacles (Sholichah, 2017: 6).

Djabba (2019: 28) suggests that classroom management is an educator's effort to create a compelling and enjoyable teaching and learning atmosphere so students are motivated to study well according to their abilities. Teacher self-efficacy in the classroom management corridor leads to confidence in the ability of educators to apply discipline during the learning process. Teacher self-efficacy in managing the class means that the teacher/educator will take specific actions to create conducive classroom conditions that will impact the behavior of students in the class and the achievement of learning objectives. To create conducive classroom conditions, educators must have good tricks, including arranging classrooms, setting firm rules, anticipating class conditions, making students feel comfortable learning, the teacher is always enthusiastic, and the teacher's position when teaching (<https://akupintar.id/info-pintar/-/blogs/effective-class-management-techniques>)

2. METHODS

This research is quantitative descriptive. In this study, researchers want to test theories, build facts, show relationships between variables, provide statistical descriptions, and estimate and predict the results (Tanzeh, 2011: 10). This research was conducted on class XII students at SMAIT Al Fityan School Gowa Jalan Pallantikang 1, Somba Opu District, Gowa Regency. The research population was all students of class XII SMAIT Al Fityan School Gowa. Furthermore, 30 people from class XII B sisters were selected as the research sample, which was taken randomly utilizing lotting. Data was obtained through questionnaires and documentation. A questionnaire (closed) was used as a research instrument with a scale of 4 Likert measurements, ranging from strongly agree, agree, disagree, and disagree. Data were analyzed descriptively and inferentially.

3. RESULTS AND DISCUSSION

Based on the results of the questionnaire distribution through the Google form, ten questionnaires were obtained, which were answered and sent by the respondents to the researchers. The description of self-efficacy is summarized into several categories, namely, two samples from all respondents are in the low category with a percentage of 20%, seven samples from all respondents are in the medium category with a percentage of 70%, and 1 sample from all respondents is in the high category with a percentage of 10%. Thus, it can be concluded that self-efficacy is in the medium category.

Table 3.1 Respondent Self-efficacy

No.	Description	Interval	Frequency	Percentage	Categorization
1.	$x < (\bar{x} - 1,0 \sigma)$	$x < 32$	2	20%	Low
2.	$(\bar{x} - 1,0 \sigma) \leq x < (\bar{x} + 1,0 \sigma)$	$32 \leq x < 39$	7	70%	Moderate
3.	$(\bar{x} + 1,0 \sigma) \leq x$	≤ 39	1	10%	High
Total			10	100%	

Self-efficacy is an individual's belief or self-confidence regarding his ability to organize and carry out a task or various tasks to achieve a goal or produce something. In a broad sense, self-efficacy concerns the individual's self-confidence in facing and overcoming various situations and conditions in his life. Regarding the results of data analysis that the self-efficacy of student students in class XII B SMAIT Al Fityan School Gowa has not maximized in the 2018/2019 academic year (70% is in the medium category), several reasons can be identified. Among them, 1) educators do not understand the concept of self-efficacy, 2) educators do not care about self-efficacy, and 3) educators complete learning tasks without having clear goals for what they have produced (task product). Some educators do not feel the importance of self-efficacy during the learning process. Educators/teachers often assess intelligence based on the value of students' assignments, so they think that the smart ones will get good grades. At the same time, those who get low scores are considered unintelligent. Whereas learning success is not only determined by learning outcomes in the form of numbers and or letters. Students who have low self-efficacy are not necessarily not brilliant. On the other hand, students with high self-efficacy may only be good at cheating to score high. Alternatively, maybe a learner has inhibiting factors that make him not have high self-efficacy. For example, a student who does not like certain subjects. There are several reasons for this, including disliked subjects, 2) monotonous teaching techniques/methods of teachers, 3) inadequate learning media, 4) unpleasant class atmosphere due to heat, unvaried seating arrangements, 5) the teacher's character that students do not like, or 6) the student is having problems, 7) etc. If all of these factors interfere with the seriousness or focus of students in learning, it will have an impact on the learning outcomes of these students.

The description of learning outcomes is summarized into several category intervals; namely, there are no samples in the low category (0%), eight samples from all respondents are in the medium category with a percentage of 80%, and two samples from all respondents are in the high category with a percentage of 20%. Thus, it can be concluded that student learning outcomes are in the medium category.

Table 3.2 Respondent Learning Outcomes

No.	Description	Interval	Frequency	Percentage	Category
1.	$x < (\bar{x} - 1,0 \sigma)$	$x < 89$	0	0%	Low
2.	$(\bar{x} - 1,0 \sigma) \leq x < (\bar{x} + 1,0 \sigma)$	$89 \leq x < 92$	8	80%	Moderate
3.	$(\bar{x} + 1,0 \sigma) \leq x$	$92 \leq x$	2	20%	High
	Total		10	100%	

Student learning outcomes are changes in behavior that include cognitive, affective, and psychomotor. In a more detailed sense, learning outcomes are abilities that individuals acquire after the learning process takes place, which can provide changes in behavior knowledge, understanding, attitudes, and skills of students so that they become better than before. Changes in behavior in individuals result from interactions between one individual and another and between the individual and the environment. Looking at the learning outcomes achieved by students, it can be an indicator of the success or failure of a learning process. This is in line with the meaning of learning, characterized by 1) leading to change, 2) resulting in new skills, and 3) change occurring because of deliberate effort.

The research hypothesis tested in this study is a relationship between self-efficacy and the learning outcomes of class XII B students of SMAIT Al Fityan School Gowa. To find out the relationship between self-efficacy and the learning outcomes of class XII B students at SMAIT Al Fityan School Gowa, an inferential statistical analysis was carried out using the t-test. The results of data analysis t-count = 0.155 and t-table = 2.306 with db = 8 at a significance level of 5% (0.05) indicate that t-count 0.155 < t-table 2.306 so that H₀ is accepted and H_a is rejected. It means that there is no significant relationship between the self-efficacy of teaching class management and the learning outcomes of class XII B students at SMAIT Al Fityan School Gowa. Learning and learning outcomes imply "change," namely changes in behavior and acquisition of abilities that include cognitive, affective, and psychomotor aspects after experiencing learning experiences. Education and teaching are said to be successful if the changes that appear in students result from the teaching and learning process they experience, namely the process pursued through programs and activities designed and implemented by the teacher during the teaching process. When given learning, students who have high self-efficacy will be enthusiastic/try hard to show their ability to achieve success. Conversely, students with low self-efficacy tend to avoid assignments or do them half-heartedly, so they quickly give up if they encounter obstacles. When students with high self-efficacy face a problem, they try to get past it to achieve their goals. However, students with low self-efficacy face problems; they will be down and tend to avoid them for various reasons or delay the

assigned task. The act of avoiding or delaying creates procrastination in students. Ultimately, students' learning outcomes are ability, development, and educational success. For example, one/several students get low scores in certain subjects under the Minimum Completeness Criteria (*KKM*). Scores of learning outcomes that do not meet the *KKM* cannot be directly concluded that these students have low self-efficacy. Several prejudices may appear as a reason for the low self-efficacy of these students, such as 1) subjects are classified as heavy/complex, 2) subjects they do not like, 2) technique/teacher's method of teaching is monotonous, 3) learning media are not adequate, or 4) the student is in trouble, 5) the student dislikes the teacher's character, 6) the class atmosphere is uncomfortable, 7), etc. When these factors interfere with the seriousness or focus of students, it will impact student learning outcomes.

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