

The Influence of Social Support, Self-Esteem and Self-Efficacy on Academic Achievement

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Abstract

Academic achievement is a prominent indicator of student's learning success. However, not all students can meet this goal. Therefore, this study analyzed the influence of social support, self-esteem, and self-efficacy on the academic achievement of MAN 5 Cirebon students. As many as 70 students from grades X and XI were selected using purposive sampling technique. Their data were collected using instruments such as the scales of social support, self-esteem, and self-efficacy. It was revealed that social support, self-esteem, and self-efficacy had a positive influence on academic achievement. These findings emphasize the importance of the development of self-esteem, self-efficacy, and the reinforcement of social support to help students improve their achievement

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INTRODUCTION

Academic achievement is student's ability to learn, covering remembering facts, and communicating knowledge both spoken and written (Kpolovie, Joe, and Okoto, 2014). In formal educational setting, academic achievement is significant for students because it influences the rate of chance to be accepted by school or college in the next level of education (favorite school). This achievement is also defined as the level of knowledge attained from education either insight or skills developed in various school subjects that are determined by a test or score given by teacher, or both (Izzaty, et al, 2017:154).

Based on the preliminary interview with the students of MAN 5 Cirebon, it was known that most of them had low opinion on themselves. Due to this fact, the researchers assumed that there is something wrong with students' self-esteem and self-efficacy which can influence academic achievement. From the previous studies and the results of this interview, the researchers believe that there is an influence of social support, self-esteem, and self-efficacy on students' academic achievement.

There are some external and internal factors shaping students' spirit of achievement competition, namely learning motivation, environment, thinking ability, self-confidence, and others. Of all these factors, there are three main basic factors that influence the level of students' academic achievement, namely the level of social support, self-esteem, and self-efficacy (Syahrudin: 2019; Situmorang & Latifah: 2014; Ashari, et al: 2019; Rensi & Sugiarti. : 2010; Wibowo: 2019). Social support holds a role as any helpful actions that involve the aspects of emotional support, instrumental assistance, information support, and assessment of its interactions with other people which can aid individuals to solve a problem (Andriani, 2004). Self-esteem is the results of individual's judgement on himself and expressed through either positive or negative attitudes. The way a person judges himself would influence his daily

life behavior. Tambunan (in Romlah, 2008). Meanwhile, Bandura states that self-efficacy is derived from social cognitive theory. This theory sees learning as the attainment of knowledge through the cognitive process of the obtained information. Social means any humans' thoughts and activities start from what they learn from society.

The aforementioned previous studies have some gaps, for example, a study by Situmorang and Latifah (2014) which conclude social support is not related to students' academic achievement, Syahrudin's study (2019) which shows self-efficacy and social support are variables that can improve achievement, Ashari, et al (2019) in their study revealed that self-esteem has a positive relationship with learning achievement, while self-efficacy does not, and Sugiarti's study (2010) concludes social support and self-concept have a positive relationship with learning achievement.

In contrast to the above studies, a study by Wibowo (2019) argues self-esteem has a weak relationship with academic achievement. Even so, self-esteem significantly influences academic achievement. It means that students can achieve good academic achievement due to their positive views on themselves, or they view themselves positively because of achieving good academic achievement.

School guidance and counseling is momentous so that students can develop optimally, be away from low academic achievement which can reduce chances to be accepted in the enrolled school, and follow learning process smoothly and comfortably. Hadi, S. (2017) argues that guidance and counseling is an integrated component in the school education system. It can assist students to solve problems they are experiencing, in this case is not to get stuck in low scores or low academic achievement.

What differs the current study from the previous studies is that the current study used the independent variables of social support, self-esteem, and self-efficacy jointly. Besides, the

current study invited MAN5 Cirebon as the object.

Due to the phenomena and various findings between the previous studies, there was a need to conduct a study of the influence of social support, self-esteem, and self-efficacy on academic achievement. By doing so, this study was expected to give some contributions to related parties such as schools or guidance and counseling teachers in understanding self-efficacy that influences students' academic achievement.

METHODS

This study was a quantitative research with explanatory method. That is why it employed multiple linear regression. For the sample, the study used purposive sampling technique with the population of the students at grades X and XI amounted to 70 students.

Some scales were utilized to collect the data, namely social support scale, self-esteem scale, and self-efficacy scale. All these instruments were developed by the researchers. In details, students' social support data were collected using social support scale developed based on House's theory (in Andriani, 2004). This scale has 32 items with four aspects and 5-point scaling (1= strongly disagree, 5=strongly agree). Its item validity test score shows that 32 items on the social support scale have a correlation range between eight items of emotional support validity (Rxy 0.672-0.899) valid, eight items of assessment support (Rxy 0.510-0.891) valid, eight items of instrumental support (Rxy 0.694-0.870) valid and eight items

of information support (Rxy 0.532-0.871) are valid, while the level of reliability with an alpha coefficient of 0.978. The self-esteem scale was developed based on the Coopersmith theory (Muslimah & Wahdah, 2013). This scale has 32 items based on four aspects. According to item validity test, all 32 items of the self-esteem scale have a correlation range between eight items Power validity (Rxy 0.690-0.838) valid eight items Virtue validity (Rxy 0.574 -0.914) valid eight items Significance validity (Rxy 0.757 - 0.857) valid eight items Competence validity (Rxy 0.522 -0.835) valid with Cronbach Alpha 0.978. Meanwhile, the self-efficacy scale formulated by Bandura (1997) consists of 24 items from three aspects of self-efficacy, namely: eight items of outcome value validity (Rxy 0.626-0.855) are valid, eight items of outcome expectancy validity (Rxy 0.500-0.949) are valid and eight items efficacy expectancy validity (Rxy 0.568-0.877) valid with Cronbach Alpha 0.971. In this study, the hypotheses were tested using multiple linear regression analysis technique and Coefficient Determination analysis (R2) by (Ghozali, 2011).

RESULTS AND DISCUSSION

In association with the descriptive analysis, the level of students' social support was in good category (M = 14, SD = 19.05) indicated by the lowest score of respondents of 60 and the highest score of 140, mean value of 115.94, and standard deviation value of 19.05. These results showed that social support was dominated by the value of mean.

Table 1. Descriptive Statistics

	Min	Max	Mean	SD
Social Support	60	140	115.94	19.05
Self-esteem	58	138	115.47	19.23
Self-efficacy	45	98	87.27	13.70
Academic Achievement	52	98	84.04	10.76

Good category was also obtained by students' self-esteem level ($M = 13, SD = 19.23$). In depth, the respondents' lowest score was 58, while the highest was 130. Its mean value was 115.47 with the standard deviation of 13.70. Equivalent to self-esteem, the level of student's self-efficacy was in good category ($M = 98, SD = 13.70$). The minimum score of respondents from the answers to the self-efficacy questionnaire was 45 and the maximum was 980. In terms of mean and standard deviation, it got 115.47 and 13.70 respectively. The results of these descriptive statistics indicated that the mean value was greater than the standard deviation. For more, the data suggested that student's academic achievement was in good

category ($M = 98, SD = 10.76$) with the minimum score of respondents from the answers to the academic achievement questionnaire was 52 and the maximum was 980. It obtained mean value of 84.04, while the standard deviation was 10.76. These data evidenced good representation of data distribution.

Once the data distribution was acquired, the next step was performing hypothesis testing to determine whether the independent variables influence the dependent variable. To do this, the researchers employed multiple linear regression analysis. It was expected that this analysis technique would clearly show the influence between variables in table 2.

Table 2. The Results of Regression Analysis

Predictor	B	T	p	R	R2	F	P
Criterion= Student Achievement				.75	.58	28.52	<.01
Social Support	.68	2.79	<.01				
Self-esteem	.80	2.26	<.05				
Self-efficacy	.84	2.11	<.05				

a. Dependent Variable: Academic Achievement

With regard of table 2, social support, self-esteem and self-efficacy simultaneously influenced students' academic achievement ($R = .75, F = 28.52, p < .01$). All three predictors explained the variance of student achievement by 58% ($R^2 = .58$).

In particular, social support had a positive influence on student's academic achievement ($\beta = .68, <.01$). Furthermore, self-esteem and Self-efficacy had a positive influence on academic achievement (self-esteem: $\beta = .80, <.05$; self-efficacy: $\beta = .84, <.05$).

The findings of this study are in line with that of Rensi and Sugiarti (2010), namely social support from teachers and peers hold an important role in student's learning achievement in school. For students, teacher is a person who has authorities in education other than their parents, while peers are those who have a closeness so that the members can influence

each other. The peer environment is a new group that has characteristics, norms, and habits that are beyond family. This closeness obviously plays a role in achieving satisfactory achievements.

The positive and significant influence of self-esteem on the academic achievement of students at grades X and XI in MAN 5 Cirebon explained that when students gain high self-esteem, their academic achievement will be more improving, and vice versa, when students have low self-esteem, their academic achievement will decline. It is in harmony with the concept of Coopersmith (in Dayakisni and Hudiana, 2012) that self-esteem is a self-evaluation made by a person to be retained, while things evaluated come from ones' interaction with the environment, a number of rewards, acceptance, and others' attention. Additionally, Waterman (in Pepping, 2013),

self-esteem is an individual evaluation of his own value and stated as a relatively stable personality trait in a human.

Maslow (Akgunduz, 2013) defines self-esteem as one of human basic needs that motivates his behavior. The unfulfilled self-esteem will make someone away from happiness. It is like a building foundation where important structures on it will be built various other important things. Based on the above opinion, Self Esteem is important in a person's personality structure. Many human behavior is influenced by self-esteem (Ferris et al, 2013).

Furthermore, the positive and significant influence of self-efficacy on the improvement of the academic achievement of students at grades X and XI in MAN 5 Cirebon implied that when students have high self-efficacy, their academic achievement will gain more improvement, and vice versa. According to Bandura (in Ghufroon and Risnawati, 2012) self-efficacy on the capability to solve problems will influence the level of stress and depression someone will suffer from when facing difficult and threatening situations. Someone who believes to solve problems will not suffer from thinking pattern disorder and be eager to cope with pressure and threats. Similarly, the presence of a thought ensuring the ability to solve academic problems will make students motivated to try harder to solve the problems by pushing his abilities to the limit. They will study harder to not get bad scores. Thus, self-efficacy can improve students' academic achievement.

Academic achievement obviously requires social support, self-esteem, and self-efficacy from the closest people, surrounding environment, and school environment so that students can foster their academic achievement in terms of scores. It is important since academic achievement holds a prominent capacity for students to be able to be accepted by favorite colleges. Lack of academic achievement is often associated with the lack of social support, self-esteem, and self-efficacy which further will disadvantage oneself.

CONCLUSION

Social support, self-esteem, and self-efficacy have a positive and significant influence in improving the academic achievement of students at grades X and XI in MAN5 Cirebon. It implies that whenever students get high social support, their academic achievement will be higher. In the contrary, if students get low social support, self-esteem, and self-efficacy, their achievement will be low.

By referring to the findings, counselors are suggested to improve social support to students so that they have motivation to gain good achievement. For school and other educational institutions, the implication of this study can be used as a reference to improve learning achievement through the improvement of self-efficacy. It can be done by observing others' success, for example a school can invite successful people in their fields to give motivation, play inspirational videos, invite outstanding alumni, and set outstanding students as a good model in school environment. In addition, social support can be realized by giving games that require teamwork, group assignment so that social support will automatically appear to each student.

The future researchers are recommended to conduct more in-depth study reveal the expected aspects and variables to answer problems related to academic achievement, such as the variables of anxiety, emotion, and learning approach.

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