The Differences of Student Independence Based on the Status of High School in Jambi Province

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Abstract. This study aims to determine the differences in self-afficacy of students in Jambi province. The research sample was 106 students from 4 high schools. Sample selection using purposive sampling technique. The instrument used is a self-afficacy questionnaire with a Likert scale type. Analysis of the data used for the prerequisite test is the normality test, to test the hypothesis using the Independent Sample T-test to determine whether or not there is a difference. Based on the results of this study, out of 5 comparisons there is 1 comparison whose results show differences in self-afficacy. The results obtained are the value of T table = 2.039 > Tcount = 1.673 with a significant level of 0.05, so that there are differences in self-afficacy in SMA X and SMA Y. Whether or not there is a difference is influenced by several factors, such as the area they live in, school status, and student background. Self-afficacy refers to a person's belief about the ability to learn or take action at a certain level.

Key words: self-afficacy; school status; senior high school.

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INTRODUCTION

Physics is a science that studies natural phenomena (objects) both micro and macro and their interactions and tries to find relationships between these symptoms and the reality that exists. So that the results of learning Physics are not only mastery of a collection of knowledge in the form of facts, concepts, principles but it is a process of discovery (Supardi, 2015). According to Lubis (2012), most students say that physics is a difficult and boring subject that also affects the low achievement of student learning outcomes. These negative effects include the emergence of anxiety, fear and concern due to lack of confidence in students' abilities in completing tasks. Aspects of supporting a person to succeed, namely from the psychological aspect of making someone successful in completing tasks well (Handayani, 2011). One of the internal factors that influence student psychology is self-efficacy (Ghufron and Risnawita, 2011: 6). Self-efficacy is a belief that students must have in order to succeed in the learning process (Sunaryo, 2017).

Self-efficacy is very important for students, because efficacy tends to use cognitive learning strategies. Bandura (1997) says that self-efficacy is basically the result of a cognitive process in the form of decisions, beliefs, or expectations about the extent to which individuals estimate their abilities to carry out certain tasks or actions needed to achieve the desired results. Liu and Koirala (2009) self-efficacy is a student's belief in their ability, success, and persistence in learning and completing assignments. The results of research by Paul R. Pintrich and Dale H. Schunk (Suastikayasa, 2011) showed that students who have high self-efficacy are better able to master various reading topics and tasks than students who have low self-efficacy.

Self-efficacy helps people make choices, their efforts to move forward, the persistence and perseverance they show in the face of adversity, and the degree of anxiety or calm they experience when they maintain the tasks that cover their lives (Sunaryo, 2017). Refers to the consideration of how much a person believes about his ability to carry out a number of learning activities and his ability to complete learning tasks. Bandura's opinion that self-efficacy is the variable that has the highest role in determining student achievement (Pajares & Miller, 1994). In addition to the level of task complexity, the results of Judge and colleagues' research show that self-efficacy can only predict achievement on simple tasks, self-efficacy cannot predict achievement on complex tasks (Judge et al., 2007). Research by Vogt., et al (2007) found that men have higher self-efficacy than women. The results of research by Bassey, et al (2008) show that in Mathematics, men are superior to women. Women in learning carried out in class are identical with the skills of "housewife work. With this the researcher wants to analyze the self-afficacy of the comparison of schools in different areas, and other internal factors. Based on the problems above, the

researcher wanted to see the differences in the self-efficacy of several high schools in Jambi province.

METHOD

The method used in this research is descriptive through qualitative and quantitative approaches.

Sample and Data Collection

The research subjects were class XI IPA at SMA X, SMA Y, SMA Z and SMA T, Jambi Province. Collecting data using instruments in the form of questionnaires, documentation and observations.

Analyzing of Data

The data analysis technique used the normality prerequisite test and the hypothesis test using the T-test. The instrument used is a self-afficacy questionnaire with a Likert scale of 1-5 (strongly agree, agree, hesitate, disagree, strongly disagree). The self-afficacy questionnaire grid can be seen in table 1:

Table 1. Self-efficacy questionnaire grid

No	Indicator	Item number
1	magnitude	1,2,3,4,5,6,7
2	strength	8,9,10
3	generality	11,12,13,14

RESULTS AND DISCUSSION

The results of the prerequisite test for the analysis of differences in self-efficacy in Jambi provincial schools using the normality test are presented in Table 2:

Table 2. The results of the analysis of the self-efficacy normality test in Y Middle and High School

Tests of Normality				
Seld-afficacy	Kolmogorov-Smirnova			DATA
	Statistic	Mean	Sig.	
SMA X	4.453	56.97	.958	Terdistribusi Normal
SMA Y	6.274	58.72	.736	Terdistribusi Normal
SMA Z	5.557	59.83	.132	Terdistribusi Normal
SMA T	5.597	58.11	.383	Terdistribusi Normal

If (sig.) > 0.05, then Ho is accepted which means the data is normally distributed. If (sig.) < 0.05, then Ho is rejected, which means the data is not normally distributed.

The results of hypothesis testing on the analysis of differences in self-efficacy in SMA X and SMA Y using the Independent Samples Test are presented in Table 1.4:

Table 3. The results of the analysis of the Independent Samples Test of self-efficacy in SMA X and SMA Y

Independent Samples Test			
Levene Statistic	T	df	Sig. (2-tailed)
5.126	2.039	55	.049

In table 3 the self-efficacy of SMA X and SMA Y students based on the T test shows $T_{table} = 2{,}039 > T_{count} = 1{,}673$.

The results of hypothesis testing on the analysis of differences in self-efficacy in SMA X and SMA Z using the Independent Samples Test are presented in Table 4:

Table 4. The results of the analysis of the Independent Samples Test of self-efficacy in SMA X and SMA Z

Independent Samples Test			
Levene Statistic	T	df	Sig. (2-tailed)
.365	.007	42	.994

In table 4. the self-efficacy of SMA X and SMA Z high school students based on the T test shows $T_{table} = ,365 < T_{count} = 1{,}682$.

The results of hypothesis testing on the analysis of differences in self-efficacy in SMA X and SMA T using the Independent Samples Test are presented in Table 5:

Tabel 5. The results of the analysis of the Independent Samples Test of self-efficacy in SMA X and SMA T

Independent Samples Test			
Levene Statistic	T	df	Sig. (2-tailed)
1.156	1.072	51	.289

In table 5 the self-efficacy of SMA X and SMA T high school students based on the T test shows $T_{table} = 1{,}072 < T_{count} = 1{,}675$.

The results of hypothesis testing on the analysis of differences in self-efficacy in SMA Y and SMA Z using the Independent Samples Test are presented in Table 6:

Tabel 6. The results of the analysis of the Independent Samples Test of self-efficacy in SMA Y and SMA Z

Independent Samples Test			
Levene Statistic	T	df	Sig. (2-tailed)
2.024	-1.987	47	.055

In table 6 the self-efficacy of SMA Y and SMA Z high school students based on the T test shows T_{table} =-1, 987 < T_{count} =1,678.

The results of hypothesis testing on the analysis of differences in self-efficacy in SMA Z and SMA T using the Independent Samples Test are presented in Table 7:

Tabel 7. The results of the analysis of the Independent Samples Test of self-efficacy in SMA Z and SMA T

Independent Samples Test			
Levene Statistic	T	df	Sig. (2-tailed)
,174	1,008	43	,319

In table 7 the self-efficacy of SMA Z and SMA T high school students based on the T test shows T_{table} =1, 008 < T_{count} =1,681.

This study aims to see whether or not there are differences in student self-afficacy in high school in Jambi Province. This research is seen from public and private schools with different areas. There are schools in districts and cities. Based on the results of self-afficacy in SMA X and SMA Y, the independent sample T test was tested with the results of Ttable = 2.039 > Tcount = 1.673, which means that there is a significant difference. From these results, the difference between SMA X and SMA Y is significant because the schools have different areas. The self-afficacy of students in SMA X is different from the self-afficacy of students in SMA Y. SMA X is located in a city while SMA Y is located in a district. This indicates that students at the high school level have a better increase in self-afficacy than students at the medium level. The confidence of students in the city is very large because the treatment and confidence in learning is very high. The achievement of this aspect of self-afficacy also indicates that students can increase their efforts well and are committed to their learning tasks (Pujiati, 2010). Meanwhile, students in the district lack self-afficacy in learning. According to Supriyatin in Lubis (2016) low self-afficacy is due to a lack of self-preparation resulting in students not being able to work on problems in learning. Judging from the school achievement status, SMA X and SMA Y both have A accreditation. Tutuk Ari Asanti lubis (2016) reveals that high self-efficacy will result in better performance and increased test scores.

The results of the research of SMA X and SMA Z stated that T_{table} = ,365 < T_{count} = 1,682 which means there is no significant difference. Based on these results SMA X is located in urban areas, and SMA Z is located in the district. There is no difference due to the limited number of students in the district SMA. For students in district high schools in this pandemic season, the number of students entering new teachings has decreased. The number of SMA X is more than SMA Z students, this makes the attitude of self-afficacy not comparable to the city. In addition, it is influenced by the background of students in the city, of course different from the district, from the way they learn, the attention of their parents and the learning facilities. Students' beliefs in learning can be influenced by learning at school. As revealed by Zimmerman, Sebastian, & Robert (1996) self-efficacy is an important variable for students to evaluate because it focuses attention on their beliefs about the effectiveness of their learning methods.

The results of the research of SMA X and SMA T stated that T_{table} = 1.072 < T_{count} = 1.675 which means that there is no significant difference. From these results, there is no difference in the self-afficacy of SMA X with the status of a private school and SMA T with the status of a public school. Because the educational background of students comes from high school which is relatively the same in terms of quality and if classified between public and private, it is also evenly distributed, because some private schools are able to compete with public schools (Hamdi, 2014).

The results of the research of SMA Y and SMA Z stated that T_{table} = -1, 987 < T_{count} = 1,678 which means there is no significant difference. For research SMA Z and SMA T stated that T table = 1.008 < Tcount = 1.681 which means there is no significant difference. Both schools are located in the same area, namely in the district. Therefore, there is no difference in self-afficacy in the same area. With the same environment students have the same self-confidence. It also appears that there is no interaction between school level and environmental factors in increasing self-afficacy.

CONCLUSION

Based on the Independent Sample T-test of

self-afficacy in Jambi province, there is a difference between SMA X and SMA Y and there is no difference between SMA X and SMA Z, SMA X and SMA T, SMA Y and SMA Z, SMA Z and SMA T. whether or not the differences are influenced by several factors, such as the area in which they are occupied, the status of the school, and the background of the students. Self-afficacy for students is very important in learning at school, because having high confidence can improve learning outcomes. In solving problems at school such as assignments and exams requires high self-confidence.

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