

THE EFFECT OF SELF-EFFICACY AND SELF-ESTEEM ON STUDENTS ACADEMIC PERFORMANCE IN MANADO**PENGARUH EFIKASI DIRI DAN HARGA DIRI TERHADAP PERFORMA AKADEMIK MAHASISWA DI MANADO**

By:

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Abstract: Good academic development not only affects study results but also affect a person's future. Some of the factors that affect academic development including self-efficacy and self-esteem. This study aims to analyze the existence of the influence of self-efficacy and self-esteem on student academic performance in Manado. This research uses quantitative methods. The data of this study were obtained from questionnaire, the respondents are IBA student batch 2015 Faculty Economics and Business University of Sam-Ratulangi with 63 samples. The statistical analysis used was multiple regression analysis using the SPSS 25. The findings indicates that the variables of self-efficacy and self-esteem simultaneously has significant effect on student academic performance of IBA students with F test significance $0.035 < 0.05$. The variables of self-efficacy and self-esteem have partial significant effect on student academic performance with T test of self-efficacy significance $0.038 < 0.05$, self-esteem $0.044 < 0.5$. The most dominant variable affecting student academic performance is self-efficacy. Based on the results the researcher concluded that self-efficacy and self-esteem has a significant and positive effect on student academic performance. It's recommended for IBA students reconsidering of this result to increase the self-efficacy and to improve self-esteem so that academic performance can increase.

Keywords: *student academic performance, self-efficacy, self-esteem.*

Abstrak: Perkembangan akademik yang baik tidak hanya memengaruhi hasil studi tetapi juga memengaruhi masa depan seseorang. Beberapa faktor yang mempengaruhi perkembangan akademik termasuk efikasi diri dan harga diri. Penelitian ini bertujuan untuk menganalisis adanya pengaruh self-efficacy dan harga diri pada kinerja akademik siswa di Manado. Penelitian ini menggunakan metode kuantitatif. Data penelitian ini diperoleh dari kuesioner, responden adalah angkatan 2015 Fakultas Ekonomi mahasiswa IBA dan Universitas Bisnis Sam-Ratulangi dengan 63 sampel. Analisis statistik yang digunakan adalah analisis regresi berganda menggunakan SPSS 25. Temuan menunjukkan bahwa variabel self-efficacy dan harga diri secara simultan memiliki pengaruh yang signifikan terhadap kinerja akademik siswa IBA siswa dengan uji F signifikansi $0,035 < 0,05$. Variabel self-efficacy dan harga diri memiliki pengaruh signifikan parsial terhadap kinerja akademik siswa dengan uji T signifikansi self-efficacy $0,038 < 0,05$, harga diri $0,044 < 0,5$. Variabel yang paling dominan mempengaruhi kinerja akademik siswa adalah self-efficacy. Berdasarkan hasil penelitian peneliti menyimpulkan bahwa self-efficacy dan harga diri memiliki pengaruh yang signifikan dan positif terhadap kinerja akademik siswa. Disarankan bagi siswa IBA untuk mempertimbangkan kembali hasil ini untuk meningkatkan self-efficacy dan untuk meningkatkan harga diri sehingga kinerja akademik dapat meningkat.

Kata kunci: *performa akademik mahasiswa, efikasi diri, harga diri.*

INTRODUCTION

Research Background

Interest in managing human resources personnel has been a continuing concern in almost all human organizations. This is because the ability of any organization to achieve its goals depends very much on its human resources, and more importantly, on how they are managed. It is therefore against this background that the issue of human resource management is becoming a focus in the current school and university system. Academics are the only stage in the school that students need to face. The academic process takes place between the teacher and students where all types of activities are supervised and taught by the teacher and studied by students.

Assuredly schools or universities in Indonesia plays an important role in the revival of human resources, such as university of Sam Ratulangi in Manado. Sam Ratulangi University has many faculties, majors and study programs, one of which is IBA (International Business Administration). IBA is a study program from the management department in the faculty of economics and business, Sam Ratulangi University, Manado. The IBA study program is a challenge for students who take part in study programs. In addition to completing assignments and responsibilities as a student, a language that is different from everyday language or the custom language which is the international language in the world, English is used. This is why it provides more challenges for IBA students to finished their study. As posted where students who graduate versus students who enter a class are found to be lacking or around 55.29%. While students who just enter to study gradually increasing. This is of course not only from the place of study factors but also the individual factors. This factor triggers changes in student academic performance.

There are factors that trigger the change in academic performance, are internal and external factors. Internal factors include self-efficacy and self-esteem. Internal factors can influence students' academic conditions such as belief in their abilities and perspectives in dealing with problems. Like choosing someone who has a high self-efficacy can be the very person what he wants. Likewise, people who have high self-esteem can make this person have a good perspective to deal with various problems both in studies and daily problems. Self-efficacy and self-esteem factors also influence into one's future as in several previous studies of internal self-efficacy factors and self-esteem affect the performance of employees and various other parts of work, making this factor an important factor for one's development. With this background, this study aims to identify the effect of self-efficacy and self-esteem on student academic performance in Manado.

Research Objective

1. To understand how Self-Efficacy influences student academics performance
2. To understand how Self-Esteem influences student academics performance
3. To understand how both Self-Efficacy and Self-Esteem influences student academics performance

THEORETICAL REVIEW

Human Resource

According to Harahap (2019) education as the spearhead of improving the quality of human resources. Without education, it will be difficult to compete. Harahap states that the world of education, has an important role to make globalization face not only one direction, or just a mere market. The world of education has a role in making people aware of the mindset that in order to survive in mid competition, competence is needed.

Academic Performance

Academic performance is an individual's ability to respond to learning and remember and communicate knowledge both verbally and in writing (Mills, 2008). Academic performance is supported by individual physical and psychological conditions. Performance in written form can also be seen through the work that has been made by the students themselves such as research both personal and group are then documented, papers made as assignments from lecturers or various kinds of writing as the development of knowledge which are then published in magazines, newspapers, madding and the likely.

Self-Efficacy

Self-efficacy can be defined as the level at which a believer has control over his/her own actions. This is about the extent to which people believe is able or unable to carry out an action or behavior. Self-efficacy is self-evaluation of one's ability to be able to successfully implement the actions needed to achieve the desired results (Maddux, 2005).

Self-Esteem

According to Walgito, (2010) self-esteem is "A person's evaluation of himself, can be positive or negative". In addition, Bonner and Coopersmith in (Walgito, 2010) also stated that self-esteem is the value placed by individuals on themselves and refers to the overall self-evaluation of oneself. Bonner and Coopersmith also revealed that, self-esteem is also an "aspect of personality that basically can develop".

Previous Research

Tiyuri (2018) This study was performed with the aim of determining the research self-efficacy and its relationship with academic performance in postgraduate students of Tehran University of Medical Sciences (TUMS) in 2016. In general, the findings of this research shows self-efficacy score in students did not have any significant difference according to gender and school yet there was a direct significant correlation between the research self-efficacy score and the students' academic performance, the improvement of research self-efficacy will also result in students' academic performance improvement.

Arshad (2015) The current study was conducted to assess the self-esteem and academic performance among university students after arising of several behavioral and educational problems. The score of male and female students was compared. Pearson's Product Moment and the t-test were used for statistical significance of data. It was found that there was a significant relationship ($r = 0.879$, $p < 0.01$) between self-esteem and academic performance. Moreover a significant difference was found between male and female students on self-esteem and academic performance scores, which indicate that female students have high scores on academic performance as compared to male students and male students have high scores on self-esteem as compared to female students.

Alyami (2017) Self-esteem, academic self-efficacy, perceived stress, and preferred learning styles have been linked to academic performance. Most of the sample preferred a multimodal learning style. Furthermore, low yet significant correlations between academic performance and academic self-efficacy were identified. However, academic performance was not correlated with perceived stress levels.

Conceptual Framework

The relationship between the variables in this research is explained in this conceptual framework

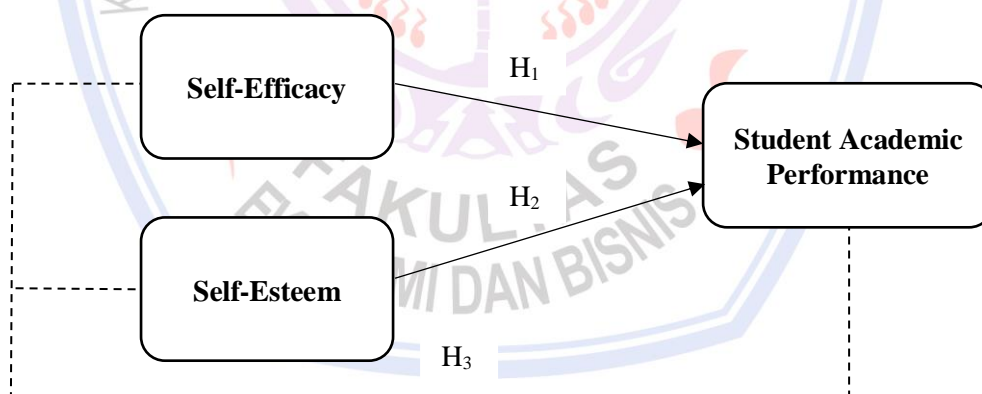


Figure 1. Conceptual Framework

Source: Data Analysis Method, 2019

Hypothesis

H₁ : Self-Efficacy influences significantly on Students Academic Performance partially.

H₂ : Self-Esteem influences significantly on Student Academic Performance partially.

H₃ : Both Self-Efficacy and Self-Esteem influence significantly on student Academic Performance Simultaneously.

RESEARCH METHOD**Research Approach**

This study uses a quantitative-associative approach. According to Sugiyono (2012), associative research is research that aims to study the relationship between two or more variables. The place of research was conducted at the Faculty of Economics and Business, IBA Department, Sam Ratulangi University.

Population

The population in this study were students of the Faculty of Economics and Business majoring in IBA Batch of 2015 as 167 respondents.

Sample

The sample used for measuring the questionnaire is the students of Faculty of Economics and Business IBA batch 2015 University of Sam Ratulangi by total of 63 samples.

Data Collection Method

There are two types of data: (1) Primary data use questionnaires were distributed to IBA students batch 2015 faculty of Economics and Business University of Sam Ratulangi in Manado while calculating the questionnaires using Likert Scale. And (2) secondary data is method of data collection by studying the relevant literature in order to obtain a theoretical overview from books, journals, and relevant literature from and internet.

Operational Definition of Research Variables**Table 1. Definition of Research Variables**

| Variables | Definition | Indicator |
|------------------------------|---|---|
| Self-Efficacy | Self-Evaluation of a person's ability to be able to successfully implement the actions needed to achieve the desired results. | - Magnitude - Strength - Generality - Appreciate oneself |
| Self-Esteem | The value placed by individuals on themselves and refers to the overall Self-Evaluation of oneself. | - Positive thinking - Active around the environment - Believe in the abilities own have - Environment adjustment - Self-Evaluation - Intellectual ability - Talent - Interest - Attitude - Environment |
| Student Academic Performance | An individual's ability to respond to learning and remember and communicate knowledge both verbally and in writing. | |

Source: Author's Note, 2019.

Validity Test

The validity test meant here is the extent to which the measuring instrument shows determination and conformity. According to Sugiyono (2012), validity shows the degree of determination between data that actually occurs in objects with data collected by researchers. Validity test done by using a bivariate conversion between each indicator score with the total construct score. Bivariate correlation results by looking at the Pearson correlation output. The research questionnaire is said to be valid if the calculated $r > r_{table}$ (0.2441).

Reliability Test

Reliability is a measure that shows the consistency of a measuring instrument (questionnaire) in measuring the same symptoms in different times with stable results. In his book Joko Widyanto (2010), explains that the basis for decision making in reliability testing is as follows:

1. If the Cronbach's Alpha value $> r_{table}$ then the questionnaire is declared reliable.
2. If the Cronbach's Alpha value $< r_{table}$ then the questionnaire is declared unreliable.

Normality Test

In multiple linear regression models, the residual is assumed to be normally distributed. A histogram or P-P plot of the residuals can help researchers to check the assumption of normality of the error item.

Heteroscedasticity Test

The Heteroscedasticity test is a test that assesses whether there is an inequality of variance from the residual for all observations in the linear regression model. If heteroscedasticity assumptions are not fulfilled, then the regression model is declared invalid as a forecasting tool. Test tool used for detecting heteroscedasticity in this research is Scatter plot.

Multicollinearity

Multicollinearity test is the existence of a perfect (near perfect) linear relationship between some or all independent variables. To detect the presence or absence of multicollinearity, one of them is by using a partial correlation model. VIF value < 10 or Tolerance > 0.1 indicates that there is no multicollinearity disorder or vice versa.

Autocorrelation Test

The autocorrelation test aims to test whether in the linear regression model there is a correlation between the confounding errors in period t and the interfering errors in the $t-1$ period. To detect the occurrence of autocorrelation or not in a regression model is done using the Durbin Watson (DW) test.

Multiple Linear Regression Analysis

Multiple linear regression is a regression that will be used to estimate a variable that involves more than two independent variables.

Partial Regression Test (T-Test)

This test aims to show how far the influence of one explanatory variable or individually independent in explaining variations in the independent variable. With a significance level of 5%, then the testing criteria are as follows:

1. If the significance value is < 0.05 , meaning that there is a significant influence between one independent variable on the dependent variable.
2. If the significance value is > 0.05 , meaning that there is no significant influence between one independent variable on the dependent variable.

Simultaneous Regression Test (F-test)

The F test was carried out to test the significance of the influence of all the independent variables on the dependent variable. The level of significance in this study was 0.05. With the testing criteria are as follows:

1. If the significant value > 0.05 , meaning that there is a significant influence between all the independent variables on the dependent variable.
2. If the significant value < 0.05 , meaning that the independent variable has no effect on the dependent variable.

RESULTS AND DISCUSSION

Results

Validity and Reliability Test

Table 2. Validity Test Result

| Variable | Item | r | r table | sig | Validity |
|----------------------------------|------|-------|---------|------|----------|
| Student Academic Performance (Y) | Y1 | 0.562 | 0.2441 | 0.00 | VALID |
| | Y2 | 0.637 | 0.2441 | 0.00 | VALID |
| | Y3 | 0.639 | 0.2441 | 0.00 | VALID |
| | Y4 | 0.269 | 0.2441 | 0.01 | VALID |
| | Y5 | 0.543 | 0.2441 | 0.00 | VALID |
| Self-Efficacy (X1) | X1.1 | 0.582 | 0.2441 | 0.00 | VALID |
| | X1.2 | 0.778 | 0.2441 | 0.00 | VALID |
| | X1.3 | 0.707 | 0.2441 | 0.00 | VALID |
| Self-Esteem (X2) | X2.1 | 0.519 | 0.2441 | 0.00 | VALID |
| | X2.2 | 0.543 | 0.2441 | 0.00 | VALID |
| | X2.3 | 0.756 | 0.2441 | 0.00 | VALID |
| | X2.4 | 0.305 | 0.2441 | 0.01 | VALID |
| | X2.5 | 0.748 | 0.2441 | 0.00 | VALID |
| | X2.6 | 0.317 | 0.2441 | 0.01 | VALID |

Source: SPSS Output, 2019

From the result in table 2 it can be seen that value of correlation index for relationship among variable independents (self-efficacy and self-esteem) with variable dependent (student academic performance) are greater than 0.2441 and below the significant level of 5% (0.05). Therefore, the data is valid.

Table 3. Reliability Test Result

| Variable | Items | Cronbach Alpha | R-table | Reliability |
|----------------------------------|-------|----------------|---------|-------------|
| Student Academic Performance (Y) | 5 | 0.380 | 0.2441 | Reliable |
| Self-Efficacy (X1) | 3 | 0.459 | 0.2441 | Reliable |
| Self-Esteem (X2) | 6 | 0.539 | 0.2441 | Reliable |

Source: SPSS Output, 2019

The output of SPSS shows that the value of Cronbach's Alpha of item variable student academic performance $0.384 > 0.2441$, self-efficacy $0.459 > 0.2441$, and self-esteem $0.539 > 0.2441$. The data is considered as reliable since the value of Cronbach's Alpha is above the minimum value R-table which is 0.2441.

Normality Test

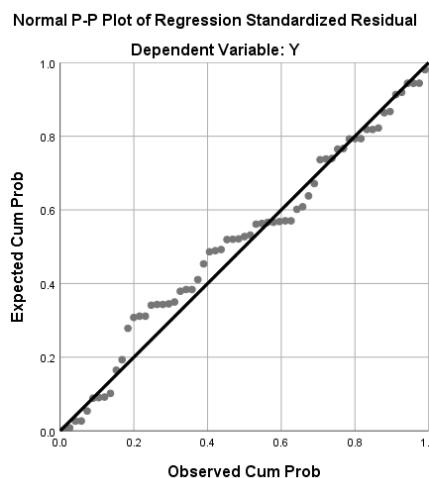


Figure 2 Normality test result

Source: SPSS output, 2019

Figure 2 shows that the dots are spreading near to the diagonal line and follow the direction of the diagonal line. Therefore, the normality test is accepted which means the data of this research is normally distributed.

Heteroscedasticity Test

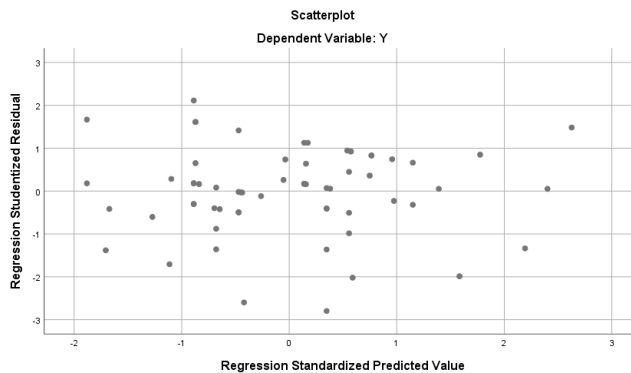


Figure 3 Heteroscedasticity test result

Source: SPSS output, 2019

Figure 3 states the Scatterplot graph which supports the heteroscedasticity test shows points that are scattered randomly and no clear patterns are arranged indicated by the dots that are displayed next to and above the number 0 on the Y frame. That means there is no heteroscedasticity in this regression model.

Multicollinearity Test

Table 4. Multicollinearity Test Result

| Model | | Collinearity Statistics | |
|-------|--------------------|-------------------------|-------|
| | | Tolerance | VIF |
| 1 | (Constant) | | |
| | Self-Efficacy (X1) | .943 | 1.060 |
| | Self-Esteem (X2) | .943 | 1.060 |

a. Dependent Variable: Student Academic Performance (Y)

Source: SPSS Output, 2019

Based on multicollinearity test results obtained self-efficacy Tolerance score $0.943 > 0.1$ and VIF $1.060 < 10$, self-esteem Tolerance score $0.943 > 0.1$ and VIF $1.060 < 10$. So it can be concluded that there is no multicollinearity between the independent variables in the regression model.

Auto Correlation Test

Table 5. Auto Correlation Test Result

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .325 ^a | .106 | .076 | 2.230 | 2.075 |

a. Predictors: (Constant), Self-Esteem, Self-Efficacy

b. Dependent Variable: Student Academic Performance

Source: SPSS Output, 2019

Based from the table above the d (Durbin Watson) score is (2.075). Whilst from d table, the value of dU is (1.6581) and $4 - dU$ (2.3419). so the auto correlation is $dU (1.6581) < d (2.075) < 4 - dU (2.3419)$, it is stated from the result that there is no autocorrelation occurred between the two independent variables.

Multiple Linear Regression Test

Table 6. Multiple Linear Regression Result

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------------|------------|---------------------------|---|------|
| | B | Std. Error | Beta | | |

| | | | | | | |
|---|---------------|-------|-------|------|-------|------|
| 1 | (Constant) | 7.816 | 3.025 | | 2.584 | .012 |
| | Self-Efficacy | .404 | .190 | .267 | 2.126 | .038 |
| | Self-Esteem | .191 | .093 | .259 | 2.062 | .044 |

a. Dependent Variable: Student's Academic Performance

Source: SPSS Output, 2019

Based on the test results obtained formulas for this study, namely:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

$$Y = 7.816 + 0.404X_1 + 0.191X_2 + e$$

Description:

Y : Student Academic Performance e : Error standard

X1 : Self-Efficacy

X2 : Self-Esteem

The results of this regression equation as a whole show the results of interpretation as follows:

1. The constant (α) of 7.816 states that if there is no value of self-efficacy (X1) and Self-esteem (X2) or equal to zero then the student academic performance (Y) value is 7.816.
2. Regression coefficient (β_1) for self-efficacy has a value of 0.404 meaning that the effect of self-efficacy on student academic performance is positive. If the self-efficacy score increases, then student academic performance will be increased by 0.404.
3. Regression coefficient (β_2) for self-esteem has a value of 0.191 meaning that the effect of self-esteem on student academic performance is positive. If the self-esteem score increases, then student academic performance will increased by 0.191.

Independent T-test

Table 7. Independent T-test Result

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|--------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 7.816 | 3.025 | | 2.584 | .012 |
| | Self-Efficacy (X1) | .404 | .190 | .267 | 2.126 | .038 |
| | Self-Esteem (X2) | .191 | .093 | .259 | 2.062 | .044 |

a. Dependent Variable: Student Academic Performance (Y)

Source: Data Processed, 2019

Based on the results of partial regression analysis:

1. Self-efficacy has a t-count value of 2.126 > 1.670 and a significant value of 0.038 < 0.05, therefore H_{a1} is accepted and H_{01} is rejected because t-count > t-table and the level of significance < 0.05, this means self-efficacy (X1) has significant effect on student academic performance (Y).
2. Self-esteem has a t-count value of 2.062 > 1.670 and a significance value of 0.044 < 0.05, therefore H_{a2} is accepted and H_{02} is rejected because t-count > t-table and the level of significance < 0.05. This means that self-esteem (X2) has significant effect on student academic performance (Y).

Dependent F-test

Table 8. Dependent F-test Result

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 35.226 | 2 | 17.613 | 3.540 | .035 ^b |
| | Residual | 298.489 | 60 | 4.975 | | |
| | Total | 333.714 | 62 | | | |

a. Dependent Variable: Student Academic Performance

b. Predictors: (Constant), Self-Esteem, Self-Efficacy

Source: SPSS Output, 2019

Based on the results of the F test regression analysis, the F-count $3.540 > 3.14$ and a significance value of $0.035 < 0.05$. It can be concluded that self-efficacy and self-esteem simultaneously have a significant effect on Student Academic Performance.

Coefficient of Correlation (R) and Coefficient of Determination (R²)

Table 9. Coefficient of Correlation (R) and Coefficient of Determination (R²)

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .325 ^a | .106 | .076 | 2.230 |

Source: SPSS Output, 2019

Table 9 shows the coefficient correlation (R) is 0.325; it means there is an enough relationship between independent variables with dependent variable. The coefficient of determination (R²) according to the table 9. is 0.106 which shows that the variation of all independent variable explains 10.6% of variation in the student academic performance (Y), while the remaining 89.4% is explained by other factors outside the model or not discussed in this research.

Discussion

Based on the results of this study, it clearly shows that statistically the three proposed hypotheses are supported by data on hypothesis testing. It can be concluded that the hypothesis that presents a positive and significant effect of self-efficacy on student academic performance, the positive and significant effect of self-esteem on student academic performance, is accepted.

The results of multiple regression testing showed that the self-efficacy regression coefficient had a positive effect on student academic performance, meaning that if the self-efficacy of 2015 IBA batch students improved, the student academic performance would increase or in the agreed category. Self-efficacy is the most dominant variable affecting student academic performance in this study.

The results of multiple regression testing showed that the self-esteem regression coefficient had a positive effect on student academic performance, meaning that if the self-esteem of the 2015 batch of IBA students improved, the student academic performance would increase or in the agreed category. Self-esteem is the second most dominant variable influencing student academic performance in this study.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the results of the research stated above, the following conclusions can be drawn:

1. Self-efficacy has a direct and significant relationship to student academic performance, as evidenced by the results of the partial hypothesis test (t test) that has been done. Thus, the first hypothesis (H_{a1}) is accepted, namely Self-Efficacy influencing student academic performance.
2. Self-esteem has a direct and significant relationship to student academic performance, as evidenced by the results of the partial hypothesis test (t test) that has been done. Thus, the first hypothesis (H_{a2}) is accepted, namely Self-Esteem influences student academic performance.
3. Both self-efficacy and self-esteem has a direct significant relationship to student academic performance as evidence by the result of simultaneous hypothesis test (f test). And based on multiple linear regression analysis where evidenced that self-eficay has a greater effect on students academic performance than self-esteem.

Recommendations

For the students of IBA that as a student, IBA students should pay more attention to self-efficacy and try to practice it because self-efficacy is very positive effect on academic performance. Which later can also affect the future or in the workplace. Likewise with self-esteem as human beings, we do have weaknesses and strengths, but to achieve success it is necessary to respect ourselves, both what we can do and what we cannot do or outside the area of our abilities, we need to respect that and see ourselves in a better way. so that we can go forward and not just be still and do nothing. Because based on this research we must respect ourselves and evaluate ourselves in order to achieve good academic performance results, for the study program of IBA, it is recommended that either the lecturers and the staff working should give more encouragement and support towards the student.

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