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The Relationship Between Self-Efficacy and Physical Education Learning Outcomes in Elementary School

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Abstract
This research is based on the absence of research related to self-efficacy with physical education learning outcomes in elementary schools. Learning outcomes are the gains achieved at the end of learning. Self-efficacy is one of the many factors that affect learning outcomes. In this study, researchers aimed to determine the correlation between self-efficacy and physical education learning outcomes. This research was conducted at SDN 032 Tilil Bandung with a total of 101 respondents. The instrument used, namely the General Self Efficacy Scale (GSES). The results of this study, namely there is a correlation evidenced by Sig. 0.001 <0.05 with low strength (r=0.335). This study shows that self-efficacy contributes to influencing learning outcomes with a coefficient of determination of 10.6% (r2 = 0.106). That way the results of this study that self-efficacy is one of the factors that have a relationship with physical education learning outcomes but there are still other variables that affect learning outcomes.

Keywords: *Self Efficacy, Physical Education, Learning Outcome*

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INTRODUCTION

One indicator of the success of education is the increasing quality of students, which is indicated by the output in the form of student learning outcomes. Student learning outcomes can be seen from how much students achieve both in terms of quality and quantity (value) within a certain period of time after the implementation of the learning process. One of the functions of learning outcomes is to show the quality of an educational institution as seen from the output or value of student learning outcomes. To implement learning outcomes, a program needs to first formulate the educational objectives of the program's educational program (broad objectives) that address the institution's and program's mission statements and are responsive to the stated interests of the program's students and stakeholders (Keshavarz, 2011).

It is anticipated that education in general would have an impact on learning outcomes, specifically behavioral changes in students. All of the potential that children possess and may develop via education must be included in these behavioral changes. Physical education, or education via physical activities chosen to build and increase organic, neuromuscular, interrelative, social, and emotional capacities, is an essential component of education as a whole (Bucher, 1983).

Self-efficacy affects the choice of activity students (Schunk & Mullen, 2012). In learning activities to get maximum learning results, many play a role in shaping student behavior, one of which is the teacher. A teacher plays a very important role, the teacher needs to know and direct students to have self-efficacy so that students are able to solve problems in learning. as a form of belief in oneself to perform tasks at a certain level of education, self-efficacy will form suggestions and perceptions of success in completing the assigned tasks (Ningsih & Hayati, 2020).

The aspects of self-efficacy level, strength, and generality are referred to as indicators of self-efficacy. Examining these three aspects reveals a number of self-efficacy markers, including: Being able to overcome various problems that occur, having confidence in his own success, being able to face various kinds of challenges, having the courage to take risky actions based on the decisions he takes, being aware of his abilities, and able to interact with other people in a tough manner and not give up easily. (Hendriana & Kadarisma, 2019).

Table 1. Indicator of Self Efficacy

High Self Efficacy	**Low Self Efficacy**
Can handle effectively the situations they face	Slow to improve or regain self-efficacy when facing failure
Believe in success in the face of obstacles	Unsure of facing obstacles
Threats are considered as a challenge that cannot be avoided	Threats are seen as things that must be avoided
Be persistent in trying	Reducing effort and giving up quickly
Believe in your abilities	Doubts about his abilities

(Rahadianto & Yoenanto, 2014)

Self-efficacy in relation to academic outcomes is the identification of the ability of students who are able to perform or complete tasks. Self-efficacy is one of the main factors influencing academic accomplishment. The phrase "academic self-efficacy" refers to students' beliefs and

attitudes regarding their ability to achieve academically, as well as their ability to finish assignments and understand the material. (Hayat et al., 2020). Self-efficacy is one of the affective or psychological things that influence learning outcomes. This also agrees with what (Slameto, 2015) claimed that a number of factors, including those related to health, psychology, exhaustion, family, school, and other public issues, affect how well students learn.

There are several findings academically successful students usually have high levels of self-efficacy, one of the psychological factors that influence a person's success in adjusting to academic life at school or college is self-efficacy (Hwang et al., 2016 ; Saputra, 2017). One of the goals of the educational process is the development of students. Physical education focuses on improving and strengthening students' physical and mental abilities so that they can complete basic tasks on their own. Physical education is the process of fulfilling students' personal needs which include cognitive, affective, and psychomotor aspects that can be explicitly satisfied through all forms of physical activities that they participate in (Khomsin, 2001).

Based on the introduction description above, it shows that researchers are interested in conducting research related to self-efficacy with physical education learning outcomes. The research gap in this study updates and complements information related to self-efficacy with learning outcomes in physical education learning, especially in the elementary school environment. Therefore, there is a research gap in exploring the relationship between self-efficacy and learning outcomes specifically in the context of physical education. Further research is needed to investigate this relationship and its potential implications for teaching and learning in physical education.

METHOD

A research method is a method carried out scientifically to obtain data for a particular use, this research uses a quantitative approach. A quantitative approach is research used to analyze data by describing the data or phenomena obtained during the research. The type of research used is correlational research. According to (Sukardi, 2021) Data collection is the first step in correlational research, which aims to ascertain if and to what extent two or more variables are related.

This research will be carried out in the even semester of 2024/2025. Timing is based on the school's academic calendar. The research location is at SDN 032 Tilil. The choice of this school was because the location of the school was a place where researchers carried out practical field

experience activities. The population is all subjects or respondents who are the targets of research. The population in quantitative research is sometimes infinite in number and difficult for researchers to reach if it is not limited. In this study, the population was students at SDN 032 Tilil class V and 6 with a total of 200 students, 99 girls and 129 boys. The sample of this study amounted to 101 students with consideration of the Slovin formula with an error rate of 7%.

This study obtained data from primary data and secondary data. In this study, students' self-efficacy was identified with the general self-efficacy scale (GSES) instrument which is primary data. Then learning outcomes are obtained from report cards in physical education lessons which are secondary data. The GSES instrument consists of 10 statements with 4 scales of answer choices, “Not All True”, “Barely True”, “Moderately True”, and “Exactly True”. Respondents answered the statement by checking one of the available scale options.

The data analysis used in this study uses a correlation test which is used to determine the direction of the relationship and the strength of the relationship. As for before doing the statistical test, including conducting prerequisite tests, namely the normality and linearity tests to consider the test to be carried out. After that, hypothesis testing will be carried out including using the t test and the coefficient of determination test to find out how much influence the influencing variable has on the influenced variable.

RESULTS AND DISCUSSION

Result

This study was conducted on 101 students at SDN 032 Tilil, Bandung, West Java. The sample distribution data consists of 2 classes, namely classes V and VI. Samples with male sex amounted to 55 (54.5%) and females amounted to 46 (45.5%) of the total 101 students. Self-efficacy data was obtained from a self-efficacy questionnaire consisting of 10 statements. The resulting data was obtained from analysis of report card documents on a scale of 100. Some of this data was then analyzed using the help of the IBM SPSS Statistics program.

Table 2. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self Efficacy	101	32	40	35.99	1.879
Learning Outcome	101	81	91	85.88	2.776
Valid (listwise)	N101				

Based on the table data above, it is interpreted that there is a minimum value of self-efficacy obtained of 32 with a maximum value of 40. Then with a mean value of 35.99 and a standard deviation of 1.879. Meanwhile, the learning outcomes data obtained a minimum value of 81 with a maximum value of 91. Then the mean value is 85.88 with a standard deviation of 2.776.

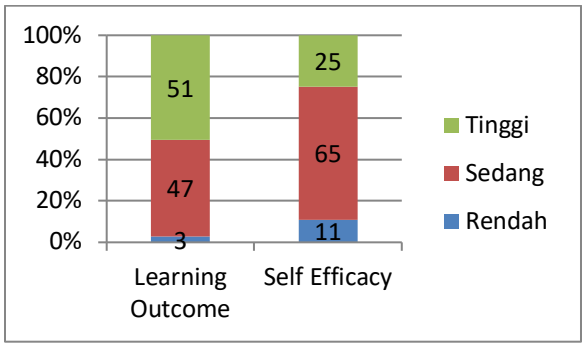

Figure 1. Histogram Self Efficacy and Learning Outcome

From the results of observing the image above, the frequency distribution data is obtained as follows: In the learning outcomes data, the high category is obtained with a total of 51 students with a range of >85 (50.5%) while 47 students with a range of 78-85 (46.5%) and low by 3 students with a score range of <78 (3%). Then, in the self-efficacy data, the high category was obtained with a total of 25 students with a score range of >37 (24.8%) while 65 students (64.4%) and a low category of 11 students with a score range of <34 (10.9%).

The results of observations of the correlation statistical prerequisite tests, researchers carried out normality tests and linearity tests. Obtained data from the Kolmogorov Smirnov normality test on learning outcome variables with a sig value. .004 and the self-efficacy variable is .001. From these data it was concluded that the data was not normally distributed due to the normality test requirements, namely p>0.05. Then, in the linearity test, the deviation from linearity value was 0.776, so it was concluded that the data was linear. From the two prerequisite tests that

had been carried out, it was concluded that the researcher used a non-parametric statistical test with the Spearman rank correlation test because the data was not distributed normally so the prerequisites were not met.

Table 3. Correlation Rank Spearman

Correlations

			Efikasi Diri	Hasil Belajar
Spearman's rho	Self Efficacy	Correlation Coefficient	1.000	.335**
		Sig. (2-tailed)	.	<.001
		N	101	101
	Learning Outcome	Correlation Coefficient	.335**	1.000
		Sig. (2-tailed)	<.001	.
		N	101	101

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the statistical test table above, it shows that there is a correlation between self-efficacy and physical education learning outcomes. This is shown by a significance value of (<.001). This value shows that there is a significant relationship (p value <0.05). Then in the table the correlation coefficient value is (r= .335), this shows that the correlation results are at a low level of strength. Then the correlation data also shows a positive direction as indicated by the absence of minuses in the results above.

Table 4. coefficient of determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.326[a]	.106	.097	2.638

a. Predictors: (Constant), Rank Efikasi

Based on the table data above, it shows that the coefficient of determination (R^2) is 0.106, which means that self-efficacy data has a contribution to learning outcomes of 10.6%. This means that there are still other variables that can influence learning outcomes.

Discussion

This data shows similarities with previous research data (Anggraini et al., 2016; Pambudi et al., 2022) which stated that there is a correlation between self-efficacy and learning outcomes. This indicates that self-efficacy does have a contribution to physical education learning outcomes. Students will really follow physical education learning by diligently doing the tasks given by the teacher both in the form of practice and reasoning proving that it will improve their learning outcomes and increase confidence in their own abilities.

According to Suseno (2009) "a person who has efficacy when facing difficulties will not give up easily, will not worry easily, and will rarely be disappointed". In this case, it is proven that students who have good self-efficacy are students who will always complete various tasks and be successful in their learning activities. A person with a high level of self-efficacy will target something to achieve it diligently and actively. In this way, self-efficacy indirectly plays a role in efforts to achieve goals in student assignment problems at school. The connection with learning outcomes is that intelligence cannot stand alone, it requires self-efficacy as a support (Rahayu, 2019).

According to Lee & Mao (2016) Students' actions, efforts, and perseverance are influenced by their self-efficacy, which also serves as a predictor of their motivation and academic success. Students can do better and attain higher academic success if they have a higher level of self-efficacy when it comes to lecture and practical learning. Additionally, this supports the social cognitive theory in terms of the relationship between objectives, result expectancies, and self-efficacy (Bandura, 1997). Self-efficacy is seen as a tool for performance and learning outcome prediction (Bandura, 1986).

CONCLUSION

The research results show that there is a relationship between self-efficacy and physical education learning outcomes with low levels of strength. This indicates that self-efficacy contributes to the learning outcomes obtained by students. However, there are still many other things or variables that influence learning outcomes. Physical Education teachers can present varied material so that students are interested in being active in learning so that self-efficacy arises with teachers demanding that students participate in class, which will show a sense of confidence in their abilities as students.

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