

Foreign language classroom anxiety sebagai mediator dalam hubungan prediktif antara sumber-sumber self-efficacy dan prestasi belajar pada mata pelajaran humanities peserta didik kelas 7, 8 dan 10 = Foreign language classroom anxiety as mediator in predictive relation between sources of self-efficacy and academic achievement : a study of students year 7, 8, 10 in humanities

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Abstrak

Penelitian ini ingin melihat hubungan prediktif sumber-sumber self-efficacy siswa yang terdiri dari mastery/actual performances, vicarious experiences, social/forms of persuasion dan physiological reactions yang dimediasi oleh Foreign Language Classroom Anxiety (FLCA) pada mata pelajaran Humanities di sekolah internasional yang menggunakan kurikulum Middle Years Programme (MYP) dari International Baccalaureate (IB) dan menggunakan Bahasa Inggris sebagai bahasa pengantarnya. Hasil yang diperoleh adalah sumber self-efficacy secara keseluruhan memiliki hubungan prediktif terhadap prestasi belajar dengan mediasi Foreign Language Classroom Anxiety (FLCA).

Hasil analisa data juga menemukan bahwa sumber-sumber self-efficacy tersebut tidak memiliki korelasi yang signifikan terhadap prestasi belajar apabila penghitungan dilakukan secara terpisah atau satu per satu. Hasil penelitian ini menyarankan para guru dan pihak sekolah untuk meningkatkan self-efficacy siswa dan mengurangi FLCA agar prestasi belajar meningkat.

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This research is aimed to investigate the predictive correlation of sources of self-efficacy-which consists of mastery/actual experiences, vicarious learning, social/forms of persuasions and physiological reaction-toward academic achievement in Humanities in international school with Middle Years Programme (MYP) curriculum framework from the International Baccalaureate (IB) which is mediated by Foreign Language Classroom Anxiety (FLCA).

The result shows that sources of self-efficacy have a predictive relationship which is mediated by FLCA. The other finding in this research is that the sources of self-efficacy should not be calculated separately for the result would not be significant toward academic achievement. This research suggests that teachers and school need to improve student's self-efficacy and reduce FLCA in order to increase student's academic achievement.