



The Role of Self Efficacy and Self-Esteem in Improving Academic Performance Amongst Aviation Polytechnic's Students

Achmad Setiyo Prabowo^{1*}, Luthfiah Nurlaela¹, Ekohariadi¹, Asto Buditjahjanto¹, Eppy Yundra¹

¹Universitas Negeri Surabaya, Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, Surabaya, 60213, INDONESIA

*Corresponding Author

DOI: <https://doi.org/10.30880/jtet.2021.13.03.003>

Received 02nd March 2021; Accepted 09th August 2021; Available online 30th September 2021

Abstract: Quality education plays a role in supporting the creation of smart and competitive individuals in the era of globalization. To achieve good academic achievement, belief in his abilities is a crucial attitude which is in this case, is known as self-efficacy. This study aims to analyze the influence of self-esteem and self-efficacy on the academic performance amongst the Aviation Polytechnic's students. This study is a causal research with a quantitative approach—sampling using total sampling techniques, resulting in the number of samples taken as many as 195 cadets. Collecting data in this study is by distributing questionnaires. The data analysis technique used is PLS. The results of the study proved that: (1) there is a significant influence between Self-Esteem and Self-Efficacy; (2) there is no significant influence between Self-Esteem Academic Performance; (3) there is no significant influence between Self-Efficacy and Academic Performance; (4) The results of the indirect effect are proven that Self-Esteem has no indirect effect on academic performance through Self-Efficacy. These findings indicate that the absence of Self-Esteem or Self-Efficacy cannot necessarily shape academic performance.

Keywords: Self efficacy, self-esteem, academic performance, experimental research, SEM-PLS

1. Introduction

Quality education is necessary to support the creation of intelligent and competitive individuals in the era of globalization. Education has a vital role in shaping the character, development of science, and mental a child, who will later grow into an adult human being who will interject and do many things to his/her environment. In this case, education aims to achieve social, scientific, moral, and religious values. A student who is the main object of knowledge can show excellent and satisfying academic achievement. Arikunto (2009) explained that a student's ability to provide satisfactory results in every educational evaluation could indicate satisfactory academic performance.

To achieve good academic achievement, belief in his abilities is a crucial attitude. Trust, in this case, is known as self-efficacy. Reivich and Shatte (2002) define self-efficacy as the self-confidence that describes problem-solving and a belief in self-ability to succeed. According to Pajares and Miller in Meral et al., (2012), Self-efficacy refers to a student's confidence in a person's ability to master new skills and tasks, often in a particular academic domain. Meral et al., (2012) found that self-efficacy has a positive correlation with academic performance.

The factors that trigger changes in academic achievement are internal and external. Internal factors include self-efficacy and self-esteem. Internal factors can affect a student's educational condition, such as confidence in their ability and perspective in dealing with problems. Like people who have high self-efficacy will be able to make the right decisions. Similarly, people with high self-esteem can give the person the right way of dealing with problems both in studies and everyday issues. Self-efficacy and self-esteem factors also affect an individual's future. Self-efficacy and

*Corresponding author: achmad.19015@mhs.unesa.ac.id

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self-esteem affect performance and other work parts, making this factor essential for a person's development (Tumboimbela et al., 2019). Self-esteem contributes positively to student academic achievement (Adiputra, 2015). Likewise, (Alokan et al., 2014) found that students who do well in school work have high self-esteem. Ahmat et al., (2018) research show a negative relationship between pharmacy students' self-esteem and academic performance. Ashari et al., (2019) are positively significant, indicating that student self-esteem or self-esteem can improve student achievement and self-efficacy.

Student achievement is an important provision in determining the quality of human resources. Quality human resources are needed in various sectors including the aviation sector, considering that the aviation sector is related to human safety. The need for human resources in the aviation sector in the era of globalization and industrial development 4.0 also demands human resources who can think critically to solve the challenges of the world of work. The ability to think creatively is one of the characteristics desired by the world of work (Career Center Maine Department of Labor USA, 2004). According to the Career Center Maine Department of Labor (2004), several individual characteristics are desired by the world of work, one of which is creative thinking. Based on the researcher's experience while serving as Director at Poltekbang Medan, Poltekbang Makassar, and Poltekbang Surabaya, they made initial observations that cadets tend to have an attitude that always obeys all orders given to them from lecturers, caregivers, and seniors. This can be seen from the research of Ikhsan and Syam (2018) which states that the attitude of cadets who always try to obey every command from the coaches is formed from the direction and assistance of teachers and coaches.

Based on the background descriptions and phenomena that occur, it can be explained that the purpose of this research is to know the role of self-efficacy in improving the academic achievement of cadets and to know the role of self-esteem in improving the academic achievement of cadets.

2. Methodology

The type of research used is experimental research, in the sense that it fulfils all the requirements to test causal relationships. Experimental research is a systematic method of establishing relationships that include causal phenomena. Experimental research is the core method of research models using quantitative methods (Sugiyono, 2016). Quantitative research methods based on the philosophy of positivism are used to examine a population or sample that collects data with research instruments and analyses data statistically to prove the hypothesis (Sugiyono, 2016). The method used for data collection in this study uses the survey method by sharing the questionnaire directly. A questionnaire is a data collection technique where the practitioner/respondent fills out a question or statement (Sugiyono, 2016). Here are the data collection steps in this study; share questionnaires with respondents, fill out the questionnaire by the respondent with the specified instructions, and collect the questionnaire results that have been filled out and used as an essential reference for data management for research conducted. Collection by providing a questionnaire is to obtain the information needed to be related to the problem. The study used a Likert scale in answering questions on questionnaires.

2.1 Population and Sample

The population is a broad term that refers to a group of things or persons that researchers have assigned distinct attributes and characteristics to analyze and make conclusions (Sugiyono, 2016). The sample is part of the population (Sugiyono, 2016). In determining the number of samples in this study, total sampling was used to determine the number of samples as the population. Samples are part of the characteristics and number of the population. In this case, the population was all cadets of Surabaya Poltekbang at the level of D3 Tk 2, as many as 199 cadets. The sampling technique in this study is the total sample technique so that 199 cadets are taken. In addition, while in data collection, four respondents answered the questionnaire were incomplete, so the sample studied was as many as 195 cadets.

2.2 Instrument

This study used preliminary data obtained from filling out a questionnaire by the Diploma 3 Tk 2 Surabaya Aviation Polytechnic cadets. An instrument is a tool when the researcher uses a method (Arikunto, 2009). Furthermore, Arikunto (2009) explains that the data collection instrument is a tool that is chosen and used by scholars in their collecting tasks so that these tasks turn out to be structured and easy. The instrument or tool used in this research is a questionnaire. Questionnaires are used to determine the subject's point of view about the problem. According to Arikunto (2009), a questionnaire is a group of questions or statements used to collect sample data, according to Sugiyono (2016), a questionnaire is a data collecting technique in which respondents are given a set of questions or written statements to answer.

The questionnaire in this study was conducted to measure or assess respondents' perceptions of several variables used in this study. The questionnaire consists of three parts, part A, which has ten items; part B, which has three items; and part C, used to measure the academic performance variable as measured through students' academic scores. The instruments in this study consist of the following variables:

- i. Self-esteem (X)
Self-esteem is defined as a belief in self-worth based on overall self-evaluation, both positive and negative. Coopersmith measured self-esteem in this study in Kamila & Mukhlis (2013) through several indicators, namely:
 - Think of yourself as valuable as anyone else your age.
 - Respect for others
 - Can control his actions against the outside world himself
 - Can receive criticism well
 - Like new and challenging tasks and not quickly confused when challenging and not quickly confused when
 - Succeed or excel in the academic field
 - Active and able to express himself well
 - Knowing self-limitations and expecting growth in him
 - Have democratic values and attitudes and realistic orientation
 - Happier and effectively face the demands of the environment
- ii. Self-efficacy (Z)
Self-efficacy is the belief that a person will insist on the situation and get positive results. Bandura in Subaidi (2016) was measured Self-efficacy through several indicators referring to, namely:
 - Magnitude
 - Strength
 - Generality
- iii. Academic Performance (Y)
Academic performance is the final result a person achieves as a success while attending an educational institution (O'Connor & Pounonen, 2007). Therefore, academic performance in this study was measured through students' academic scores.

The measurement of this research variable uses a Likert scale. The Likert scale is a scale based on the number of respondents' attitudes in responding to questions related to the indicators in a variable being measured. The measurement scale has five levels of answer choices that will be used for variable values with the following explanation:

- i. Score 1 with answer (strongly disagree)
- ii. Score 2 with answer (disagree)
- iii. Score 3 with answer (fairly agree)
- iv. Score 4 with answer (agree)
- v. Score 5 with answer (strongly agree)

2.3 Data Analysis Techniques

This study uses SEM-PLS data analysis to answer the research hypothesis. In this research, PLS (Partial Least Square) is used, for the first reason, PLS is a method with the use of samples that do not have to be large, namely the number of samples can be below 100 so that it is easier to analyze. The second reason is that PLS (Partial Least Square) can analyze theories that are not strong or weak by predicting. The third reason is that PLS (Partial Least Square) allows algorithms using series ordinary least square (OLS) analysis so that the calculation efficiency of the algorithm is obtained (Ghozali, 2006).

The calculation model uses an innovative PLS tool since it has a multi-path interaction and is formative and reflective in this study (Mateos-Aparicio, 2011). A formative model depicts the nature of the relationship between indicators and latent variables. A reflective model displays how latent variables and indicators are related. The steps of PLS-based structural equation modelling are to design a conceptual model. This is the first phase in the SEM-PLS analysis, which is divided into two stages:

- i. Designing the measurement model (outer model)
- ii. The outer model (measurement model or external relation) specifies how each indicator block interacts with the latent variable.
- iii. Designing a structural model (inner model)
- iv. The inner model also called the (substantive theory, structural model, and inner relation), is a substantive theory-based model that describes the link between latent variables.

3. Conceptual Model

Based on the previous explanation, there are two variables, namely dependent variables and independent variables. There is the definition of each research variable used (see Figure 1):

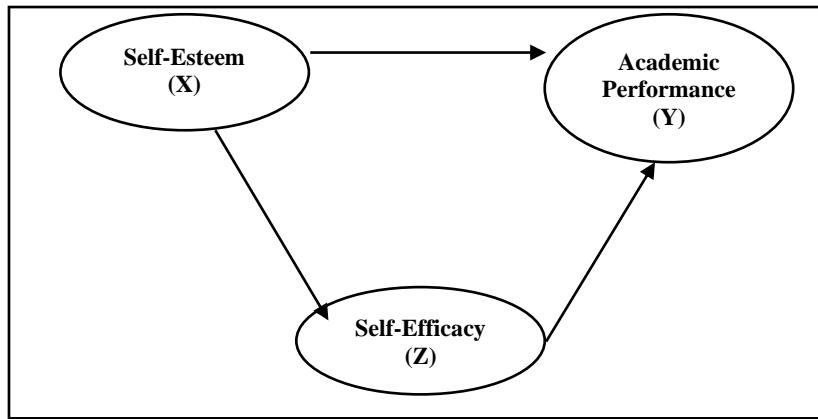


Fig. 1 - Conceptual model of self-esteem, academic performance, and

- H₁: Self-Esteem has a remarkable effect on Self-Efficacy the Aviation Polytechnic’s students
- H₂: Self-Esteem has a remarkable effect on Academic Performance the Aviation Polytechnic’s students
- H₃: Self-Efficacy has a remarkable effect on Academic Performance the Aviation Polytechnic’s students
- H₄: Self-Esteem has a remarkable effect on Academic Performance through self-efficacy the Aviation Polytechnic’s students

4. Result

4.1 Outer Model Evaluation

4.1.1 Convergent Validity

The outer loading value or loading factor was employed to test convergent validity. If an indicator's loading factor value is greater than 0.50, it is said to meet convergent validity in the good category. The outer loading values of each indicator on the research variables are listed below:

Table 1 - Convergent validity

Variable	Item	Original Sample Estimate	P-Values
Self-Esteem (X)	X.3	0.728	0.000
	X.4	0.658	0.000
	X.5	0.702	0.000
	X.6	0.724	0.000
	X.7	0.805	0.000
	X.8	0.670	0.000
	X.9	0.749	0.000
Self-Efficacy (Z)	Z.1	0.844	0.000
	Z.2	0.869	0.000
	Z.3	0.840	0.000
Academic Performance (Y)	Y	1.000	

The convergent validity test was carried out in two tests because, in the first test, it was known that the Self-Esteem construct had an AVE value < 0.50, so that three items were reduced with the smallest outer loading value. Based on the convergent validity test shown in Table 1 above, it is known that all indicators in each are declared valid as a measuring tool for the construct so that all indicators are feasible or valid to be used and can be used for further analysis because all of them have convergent validity values above 0.5.

4.1.2 Discriminant Validity

The discriminant validity test is used to determine the indicator block's validity. The cross-loading value is used in the discriminant validity test. If the value of the cross-loading indicator on the variable is the highest when compared to other variables, the indicator is said to have discriminant validity.

Table 2 - Cross loading

	Self-Esteem (X)	Self-Efficacy (Z)	Academic Performance (Y)
X.3	0.728	0.521	0.021
X.4	0.658	0.391	0.118
X.5	0.702	0.617	0.000
X.6	0.724	0.507	0.182
X.7	0.805	0.580	0.066
X.8	0.670	0.500	0.102
X.9	0.749	0.605	0.025
Z.1	0.631	0.844	0.050
Z.2	0.629	0.869	0.088
Z.3	0.649	0.840	0.096
Y	0.096	0.092	1.000

The value of cross-loadings in Table 2 above shows that every indicator in the study variables has the biggest cross-loading on the variables it forms in comparison to the cross-loading values on other variables. According to the obtained results, it can be affirmed that the indicators used in this study have good discriminative validity when compiling their respective variables. In addition, the discriminant validity test in this study was also strengthened by the AVE test. The purpose of the AVE test is to determine that the constructed variables have a good discriminative validity value. If > 0.5, the AVE value is declared satisfactory. AVE test results are shown in Table 3:

Table 3 - Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
Self-Esteem (X)	0.520
Self-Efficacy (Z)	0.725
Academic Performance (Y)	1.000

The result of measuring the AVE value of the constructed indicator block can be declared as having a good discriminative validity value, because the AVE value is > 0.5. This means that all construction variables are declared to have good discriminative validity.

4.1.3 Composite Reliability

The composite reliability is the part used to test the reliability of the indicator on the variable. If the composite reliability value of the variable is > 0.70, the variable can be declared to satisfy the composite reliability. The following are the composite reliability values of the variables used in this study:

Table 4 - Composite reliability

	Composite Reliability
Self-Esteem (X)	0.883
Self-Efficacy (Z)	0.888
Academic Performance (Y)	1.000

According to the data in Table 4 above, it can be seen that the comprehensive reliability value of all research variables is > 0.70. These results indicate that each variable satisfies the composite reliability, so it can be concluded that all variables are sufficient to measure the latent variable/structure of the measurement for further analysis.

4.2 Inner Model Evaluation

4.2.1 R-Square

Coefficient determination (R-Square) is used to measure how much other variables influence the endogenous variable. For example, if the value of R2 is 0.67, it means that the model is “good,” R2 is 0.33 means that the model is “medium,” R2 is 0.19, which means that the model is “weak” (Mateos-Aparicio, 2011). PLS output for this study is shown in Table 1.

Table 5 - R-Square score

	R-square
Self-Esteem (X)	
Self-Efficacy (Z)	0.559
Academic Performance (Y)	0.010

Table 1 shows that the R2 value of the Self-Esteem variable, which affects Self-Efficacy, is 0.559, which means the model is “moderate,” while the R2 value of the Self-Esteem and Self-Efficacy variables which affects Academic Performance is 0.010, which means the model is “weak.”

4.2.1.1 Structural Equation

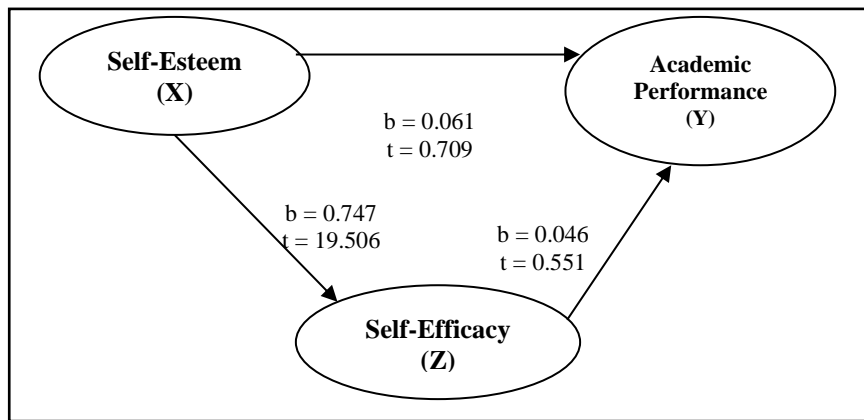


Fig. 2 - Model Inner PLS

Based on the Inner PLS model in Figure 2 above, it is classified that Self-Esteem is an exogenous variable. The intervening variable is Self-efficacy, and the endogenous variable is Academic Achievement. The results of the weight values in Figure 1 above show the structural equation below:

$$Z = 0.747 X$$

$$Y = 0.061 X + 0.046 Z$$

4.2.1.2 Hypothesis Testing

Table 6 - Hypothetical test results

	Original Sample	Sample Mean	Standard Deviation	T Statistics (O/STDEV)
Self-Esteem (X) -> Self-Efficacy (Z)	0.747	0.751	0.038	19.506
Self-Esteem (X) -> Academic Performance (Y)	0.061	0.067	0.086	0.709
Self-Efficacy (Z) -> Academic Performance (Y)	0.046	0.044	0.084	0.551
Self-Esteem (X) -> Self-Efficacy (Z) -> Academic Performance (Y)	0.035	0.033	0.064	0.542

The results of the study for hypothesis testing can be referred to in Table 2. It can be explained that Self-Esteem has a significant impact on Self-Efficacy because of the T-value of 19,506 > 1.96. Meanwhile, Self-Esteem has no significant impact on Academic Performance because T-value of 0.709 < 1.96 and Self-Efficacy have no significant impact on

Academic Performance because of the T-value of $0.551 < 1.96$. The results of the indirect effect are proven that Self-Esteem has no indirect effect on academic performance through Self-Efficacy because the T-Value of $0.542 < 1.96$.

5. Discussion

5.1 The Influence of Self-Esteem on Self-Efficacy

Self-Esteem has a significant influence on Self-Efficacy, as the T-statistical value of 19.506 means greater than 1.96. These findings suggest that Self-Esteem, which has a significant effect on Self-Efficacy with a positive influence direction, indicates that higher self-efficacy may be influenced by high self-esteem ownership. This finding can be a reference for Aviation Polytechnic to build high self-esteem in each cadet so that it will lead to an increase in the cadet's confidence in his ability.

Self-efficacy is a person's belief in their ability to perform a form of control over their functions and events in the environment. Baron and Byrne (2005) explain that the ability or competency of a person to complete a task, achieve goals, and overcome barriers is measured by self-efficacy. Bandura also defines Self-Efficacy as a factor that influences how people think, feel, motivate themselves, and act (Bandura, 2011). Fahmi and Aswirna (2021) high self-efficacy will believe in carrying out tasks according to demands, work hard, endure work until the end.

Self-efficacy is a self-assessment of one's ability to function in specific settings. Self-efficacy is the faith in one's own ability to carry out routine activities (Alwisol, 2009). Further explained by Alwisol explains that through emotional, performance achievement, social persuasion, and representative experiences and physiological states, a person's self-efficacy can be increased or decreased, obtained, or changed (Alwisol, 2009)

Adiputra (2015) states that having high self-esteem will trigger feelings of self-confidence, a sense of usefulness, and a sense that their presence is needed in the world. Clemes in Adiputra (2015) further explains that adolescents' self-esteem level will affect their behaviour so that adolescents who have high self-worth will have good behaviour. Conversely, students on campus will indirectly face problems due to malicious behaviour to low self-esteem. The findings in this study support the results of Ashari et al. (2019), which found in their research that there is a significant positive relationship between self-esteem and self-efficacy.

5.2 The Effect of Self-Esteem on Academic Performance

Self-Esteem has no significant influence on Academic Performance, as the T-statistical value of 0.709 means it is smaller than 1.96. These findings suggest that Self-Esteem has a significant effect on Academic Performance but has a positive influence direction, indicating that a person's higher self-esteem will increase academic performance even if it has little effect. This finding can be a reference for Aviation Polytechnic to trigger cadets to increase each self-esteem to impact the increasing academic achievement of cadets in education. This follows the opinion of Naderi et al. in Ahmat et al. (2018), which suggests that high self-confidence will cause students to tend to have high self-esteem and better academic achievement. Self-esteem is more fundamental than reputation and prestige because it describes the desire for confidence in the world, freedom, achievement, accuracy, strength, independence, and mastery and competence. In other words, self-esteem is based on actual competence and not just other people's opinions (Adiputra, 2015). Cheema & Bhardwaj (2021) mentioned that self-esteem encompasses both behavioural and cognitive parts of a person's personality, or the overall reading of a person's personality and determination of self-worth. Your worth may be subjectively assessed, and it has been made up of your beliefs regarding yourself and your emotional levels.

Furthermore, these findings support Alokani et al. (2014), which proves a significant difference between high and low self-esteem in student achievement. This finding is the same as the findings of Tumboimbela et al. (2019), which proved a significant influence between self-esteem and student academic achievement. However, these findings contradict the findings of Ahmat et al. (2018), where the level of self-esteem negatively affects the academic performance of pharmacy students.

5.3 The Influence of Self-Efficacy on Academic Performance

Self-Efficacy has no significant influence on Academic Performance, as the T-statistical value is 0.551, which means it is smaller than 1.96. These findings suggest that Self-Efficacy has no significant effect on Academic Performance but has a positive or uni-directional influence, indicating that higher self-efficacy in a person will further improve academic performance despite its minor role in influencing. This finding can be a reference for Aviation Polytechnic to build trust by cadets towards each cadet's self-abilities so that this can trigger an improvement in the academic achievement of cadets.

According to Indrawati (2014), high self-esteem will awaken confidence, self-esteem, confidence in self-ability, a sense that its presence is necessary in this world. Self-esteem is a belief in self-worth based on overall positive and negative self-evaluation (Gardner et al., 2004). Therefore, self-esteem is a critical component in determining student learning achievement. Having high self-esteem will trigger self-confidence, a sense of usefulness, and a sense that their presence is needed in the world. Besides, the student will also have the confidence to achieve the achievements that he

and others expect (Adiputra, 2015). Sánchez-Hernando et al. (2021) explained that academic performance is an indicator of the success of the teaching and learning process.

According to Warsito in Ashari et al. (2019), several phenomena are related to student academic achievement. First, in almost all universities, students are often to be less sure of their abilities. In other words, self-efficacy is the confidence of self-assessment about a person's competence to succeed in his duties. This study's results are similar to the findings (Adipsutra, 2015), which proves a link between self-efficacy and learning achievement. However, this study's results contradict the conclusions of Ashari et al. (2019), which demonstrates that self-efficacy does not significantly influence academic achievement with a negative impact.

5.4 The Influence of Self-Esteem on Academic Performance Through Self-Efficacy

Self-Esteem has no significant effect on Academic Achievement through Self-Efficacy because the T-statistic value is 0.542, which means it is smaller than 1.96. This finding shows that Self-Esteem affects Academic Performance without going through Self-Efficacy. This finding can be a reference for the Aviation Polytechnic to focus more on building cadets' self-confidence to improve cadets' academic performance.

6. Conclusion

The findings of this study can be concluded that there is a significant influence between Self-Esteem and Self-Efficacy for the Diploma 3 cadets at the Aviation Polytechnic. This finding suggests that Self-Efficacy can be established in the absence of high Self-Esteem. However, these results show that Self-Esteem has no significant effect on Academic Performance cadets Diploma 3 cadets at the Aviation Polytechnic. These results also prove that Self-Efficacy has no significant effect on Academic Performance cadets Diploma 3 cadets at the Aviation Polytechnic. These findings indicate that the absence of Self-Esteem or Self-Efficacy cannot necessarily shape academic performance. The results of the indirect effect are proven that Self-Esteem has no indirect effect on academic performance through Self-Efficacy. This study implies that it is essential for D3 cadets at the Aviation Polytechnic to increase self-confidence in their abilities and positively increase self-esteem to improve the academic performance of cadets.

Acknowledgement

The author thanked the graduates from Poltekbang Surabaya for their willingness in filling the questionnaire in this research need. The author also thanked all staff from Poltekbang Surabaya who helped in this research.

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