

The Effect of Social Support and Self-Efficacy on Learning Outcomes

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Abstrak

Tujuan dari penelitian ini adalah untuk mengkaji pengaruh dukungan sosial dan efikasi diri terhadap hasil belajar mahasiswa. Metode penelitian yang digunakan adalah mixed methods dengan desain sequential explanatory. Analisis regresi berganda digunakan untuk mengumpulkan data kuantitatif tentang bagaimana kedua variabel tersebut mempengaruhi hasil belajar, dan wawancara mendalam digunakan untuk mengumpulkan data kualitatif untuk memberikan penilaian yang lebih menyeluruh. Mahasiswa Jurusan Pendidikan Ilmu Pengetahuan Sosial (PIPS) Universitas Islam Negeri Maulana Malik Ibrahim Malang menjadi subjek dalam penelitian ini. Hasil penelitian menunjukkan bahwa dukungan sosial dan efikasi diri tidak memiliki pengaruh yang signifikan secara statistik terhadap hasil belajar mahasiswa. Namun, data kualitatif menunjukkan bahwa dukungan sosial sangat berpengaruh untuk meningkatkan dukungan emosional mahasiswa dan membantu mereka dalam menghadapi tantangan akademik. Mahasiswa yang memiliki efikasi diri yang tinggi juga biasanya menggunakan teknik belajar yang lebih terstruktur dan memiliki kepercayaan diri yang lebih dalam kemampuan mereka untuk menyelesaikan tugas akademik.

Kata Kunci: Dukungan sosial, Efikasi diri, Hasil belajar

Abstract

The purpose of this study was to examine the effect of social support and self-efficacy on student learning outcomes. The research method used was mixed methods with a sequential explanatory design. Multiple regression analysis was used to collect quantitative data on how the two variables affect learning outcomes, and in-depth interviews were used to collect qualitative data to provide a more thorough assessment. Students of the Department of Social Science Education (PIPS) at Maulana Malik Ibrahim State Islamic University Malang were the subjects in this study. The results showed that social support and self-efficacy did not have a statistically significant influence on student learning outcomes. However, qualitative data shows that social support is very influential to increase students' emotional support and help them in facing academic challenges. Students who have high self-efficacy also usually use more structured study techniques and have more confidence in their ability to complete academic tasks.

Keywords: Social support, Self-efficacy, Learning outcomes

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INTRODUCTION

Education is a key element in producing quality human resources. At the tertiary level, students' academic success is influenced by internal and external factors (Hasibuan & Prastowo, 2019). external, such as self-efficacy and social support. Maulana Malik Ibrahim State Islamic University of Malang, especially the Social Sciences Education Study Program (PIPS), continues to strive to improve the quality of education amidst the increasingly complex challenges of the world of education. Social support includes assistance from family, friends, lecturers, and the academic environment that can motivate students and positively influence learning outcomes (Patty et al., 2017). On the other hand other, self-efficacy, or efficacy self on the ability to complete tasks, have an important role in learning success (Arlinkasari & Akmal, 2017). Students with high self-efficacy tend to be more confident, have effective learning strategies, and the fighting spirit to achieve optimal academic achievement.

The influence of social support and self-efficacy on student learning outcomes has become a focus of attention in research in the field of education. Social support, which includes support from teachers, parents, and friends, has been shown to have a positive impact on various aspects of learning outcomes, such as attendance, study time, behavior, satisfaction with the educational environment, involvement in academic activities, and learning achievement (Anjani et al., 2024). On the other hand, self-efficacy or trust self-somebody on their ability to achieve certain goals, is also a key factor in academic success (Marasabessy, 2020). Students with high self-efficacy tend to set ambitious goals, consistently complete difficult tasks, and achieve better learning outcomes.

Previous research has shown that social support has a positive impact on learning outcomes. Students who receive social support have a positive impact on learning outcomes (Metriana, 2014). support from teachers, parents , and friends tend to have higher attendance rates higher , more time allocation for studying, and higher academic achievement. In addition, self-efficacy also plays a crucial role in increasing learning motivation and academic achievement. However, there is still a gap in research related to how the interaction between social support and self-efficacy simultaneously affects students' learning outcomes. Several studies shows that social support can increase self-efficacy, which in turn can help reach better academic performance (Lestari et al., 2024). Based on this, this study concludes that the combination of social support and self-efficacy has great potential in significant improvement in student learning outcomes.

Objective from study This is to examine the influence of social support and self-efficacy on student learning outcomes using a mixed methods approach. This approach allows the combination of quantitative and qualitative data to provide a more comprehensive understanding . about how these two factors interact and influence learning outcomes. Previous studies indicate that social support can increase students' self-efficacy, which This ultimately leads to better academic achievement (Mitra et al., 2024). In addition, a supportive learning environment has also been shown to strengthen students' sense of belonging, which results in increased motivation, participation, and academic achievement.

With this approach, this research is expected to provide insight into the strategic role of social support and self-efficacy in higher education. In addition, the results of this study are expected to provide practical recommendations for educators and governments to improve student learning outcomes through optimizing these two factors. The results of this study expected to be able to

provide a comprehensive understanding about how these two factors work in supporting academic success, as well as generating recommendations for more effective learning strategies.

METHODS

This study examines the influence of two independent variables, namely social support (including support from family, friends, and lecturers) and *self-efficacy* (students' belief in their ability to complete tasks), on one dependent variable, namely student learning outcomes. social defined as perception student to level assistance provided by the environment social they, meanwhile self-efficacy defined as belief individual in finish task academic with good (Giovanny Permata Putri, 2018). Learning outcomes measured use Index Performance Cumulative (IPK). Research This use method Mixed Methods with design sequential mixed methods, where quantitative data collected moreover formerly For identify patterns basic, then equipped with qualitative data use to clarify findings that are not can expressed through approach quantitative, so that give better understanding comprehensive, valid, and reliable (Budhi, 2024).

Student Department of Education Science Knowledge Social Studies (PIPS) of the State Islamic University of Maulana Malik Ibrahim Malang, class of 2021 became subject in study this. Population study as many as 116 students, with sample a total of 90 people were selected use formula Slovin with a margin of error of 5% (Majdina et al., 2024). Selection sample for quantitative data done by random sampling, while qualitative data chosen use purposive sampling, namely student with the highest and lowest GPA as well as level support significant social and self-efficacy, The instruments used is questionnaire for measure level support social, self-efficacy, and outcomes learn, and interview deep for dig experience and views student in a way more details (Etikan, 2016). Research instruments Validity and reliability tests were conducted for check validity from the question item (Amanda et al., 2019).

Table 1. Validity Test

Variables	Indicator	Question	<i>Correlate item-Total correlation</i>	α	Description
Social support	Emotional support	1	0,671	0,2	Valid
		2	0,759	0,2	
	Informational support	3	0,783	0,2	Valid
		4	0,750	0,2	
	Instrumental support	5	0,731	0,2	Valid
		6	0,862	0,2	
	Award Support	7	0,646	0,2	Valid
		8	0,587	0,2	
Self Efficacy	Confidence in completing academic tasks	9	0,838	0,2	Valid
		10	0,861	0,2	
	Self-control in the learning	11	0,851	0,2	Valid

	process	12	0,770	0,2	
	Able to face obstacles	13	0,843	0,2	Valid
		14	0,865	0,2	
	Able to take initiative	14	0,776	0,2	Valid
		16	0,808	0,2	

The table above show Validity test results instrument study in questionnaire or questionnaire based on variables, indicators, and several question related Where the results of the test show that each item in instrument study This is valid with mark item-total correlation ≥ 0.2 (Utami et al., 2024).

Table 2. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.867	.868	8

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.933	.934	8

Based on Reliability Test results displayed in Table 2, Cronbach's Alpha values for second testing > 0.6 , namely 0.867 for the support variable social and 0.933 for the self-efficacy variable. This is show that instrument study this is very reliable for used in measure the variables being tested (Dianova & Anwar, 2024).

Quantitative data analyzed use analysis regression multiple for understand influence from variable free to results learning, with assumption testing classical (normality, multicollinearity, and heteroscedasticity) were performed for ensure validity of the regression model (Padilah & Adam, 2019). While that, qualitative data analyzed use method thematic through the process of transcription, coding, and grouping to in relevant themes with focus research. Data triangulation was carried out for compare results analysis quantitative and qualitative, so that increase validity and reliability results research. If found difference results, done analysis more carry on for understand factor the cause.

Procedure study This involving three stages main. Stage First, quantitative data collection through distribution questionnaire to PIPS students. Stage second, interview deep done to selected students based on results quantitative data analysis. Stage Third, integration results quantitative and qualitative done for to obtain comprehensive and productive interpretation more recommendations applicative (Waruwu, 2024). Approach This give a better picture deep about role support social and self-efficacy towards results Study student as well as allow replication or verification research by other researchers.

RESULT AND DISCUSSION

Based on discussion on methods, results study will obtained with conduct an assumption test classical (normality, multicollinearity, and heteroscedasticity) and regression tests multiple for obtain quantitative data. To obtain qualitative data done interview in a way deep with a number of student.

**Table 3. Normality Test
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		90
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.14154030
Most Extreme Differences	Absolute	.083
	Positive	.053
	Negative	-.083
Test Statistic		.083
Asymp. Sig. (2-tailed)		.173 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

From the Normality Test in Table 3 uses method One-Sample Kolmogorov-Smirnov Test, obtained mark Asymp. Sig. (2-tailed) of 0.173. The significance value > 0.05 , then Can withdrawn conclusion if the residual data is normally distributed (Usmadi, 2020).

**Table 4. Multicollinearity Test
Coefficients^a**

	Model	Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	DS	.634	1.578
	ED	.634	1.578

a. Dependent Variable: HB

value of $0.634 > 0.1$ and a VIF value of $1.578 < 10$. From this table it can be concluded that the multicollinearity assumption has been fulfilled or there are no multicollinearity symptoms (Setya Budi et al., 2024).

Table 5. Heteroscedasticity Test Coefficients^a

Model	Standardized Coefficients	t	Sig.
	Beta		
1 (Constant)		1.829	.071
DS	.095	.706	.482
ED	.005	.037	.971

a. Dependent Variable: RESIDUAL

Based on the results of the Heteroscedasticity Test in Table 5, it can be seen that the significance value (Sig.) for the social support variable is $0.482 > 0.05$, while for the self-efficacy variable is $0.971 > 0.05$. Both indicate that there is no significant effect of the independent variable on the residuals so it can be concluded that there are no symptoms of heteroscedasticity or pass the heteroscedasticity test (Widana & Muliani, 2020).

Table 6. Multiple Linear Regression Test Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.094 ^a	.009	-.014	.14316

a. Predictors: (Constant), ED, DS

b. Dependent Variable: HB

In the Model Summary Table, it is known that the correlation value between the social support and self-efficacy variables and the learning outcomes variable is 0.094 which indicates that the correlation is weak. The R Square value is 0.009 which indicates that only 0.9% of the variance in the learning outcomes variable can be explained by the social support and self-efficacy variables. The remaining 99.1% is influenced by other factors outside the model. The Adjusted R Square value of -0.014 indicates that this model is not significant and less able to explain the relationship between variables.

ANOVA^a

Model		F	Sig.
1	Regression	.387	.680 ^b
	Residuals		
	Total		

a. Dependent Variable: HB

b. Predictors: (Constant), ED, DS

In the Anova Table, the F value of 0.387 with a significance (Sig.) of $0.680 > 0.05$ indicates that the regression model as a whole is not significant. This means that the variables of social support and

self-efficacy together do not have a significant influence on the dependent variable of learning outcomes.

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	3.679	.078		47.311	.000
	DS	-.001	.003	-.021	-.154	.878
	ED	.002	.003	.105	.783	.436

a. Dependent Variable: HB

In the coefficient table, it is known that the constant value is 3.679 which indicates that there is no influence from the social support and self-efficacy variables. The social support variable has a regression coefficient of -0.001 with a Sig. value of 0.878 > 0.05 indicating that it has no significant effect on learning outcomes. The self-efficacy variable has a regression coefficient of 0.002 with a Sig. value of 0.436 > 0.05 indicating that it has no significant effect on learning outcomes.

Table 7. Interview Guidelines

Question topic	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4
Who often provides support to you?	My parents and friends.	Parents, close friends and lecturers.	Friends and lecturers.	Friends and lecturers.
What kind of social support do you often get?	Emotional support from parents and friends.	Emotional and informational support from parents, and instruments from lecturers.	Information and instrument support from lecturers, emotional support from friends.	Emotional support from friends, as well as information from lecturers and parents.
Have you experienced any difficult times during your studies? How did you overcome these problems?	Yes, I often find it difficult to do many tasks. I cope by making a schedule and prioritizing tasks.	Yes, I have struggled during exams. I overcame them by seeking help from friends and lecturers and focusing on preparation.	Yes, when facing big exams and assignments. I cope by staying positive and studying consistently.	I have felt very stressed, but I try to stay calm and focus on one task at a time.

How do you manage your time for academic and non-academic activities?	I made a regular daily schedule, dividing my time between classes and other activities such as organizations.	I usually make a priority list and focus on the most important activities first.	I manage my time by allocating specific time for classes and social activities, and try to be disciplined.	I use apps to manage my time and create to-do lists to prioritize activities.
Are you satisfied with your learning achievements so far?	I am quite satisfied with my learning outcomes, although there is still room for improvement.	Overall, I am satisfied, but there are some courses that I would like to improve on.	I am satisfied, but there are some areas that I feel need more improvement	I was satisfied with my results, but I knew there was still room for improvement.
How to improve and develop your learning outcomes for the better?	I plan to focus more on difficult courses and improve my study methods.	I want to increase my study time and be more active in discussions with lecturers.	I plan to improve my study time discipline and ask for more frequent feedback from lecturers.	I will try to be more consistent in studying and participate more actively in academic activities.

1. The Effect of Social Support on Learning Outcomes

Social support, which includes emotional, informational and instrumental help from family, friends and lecturers, theoretically plays an important role in shaping a positive learning environment. However, the results of quantitative research show that social support does not have a statistically significant effect on student learning outcomes. This can be seen from the significance value that is greater than 0.05 in the regression test, which means that the direct contribution of social support to learning outcomes is not strong enough to be measured statistically. Nonetheless, this data does not deny the important role of social support in the education process in general, especially in providing a sense of security and emotional comfort for students (Zhafira et al., n.d.).

From the qualitative analysis, it was found that social support still plays an important role in supporting students to deal with academic pressure. Some students revealed that emotional support from family, such as moral motivation and attention, gave them the strength to stay focused on studying. In addition, friends are often a source of informational support that helps students complete assignments and understand course material (Puspitasari et al., 2024). Lecturers, on the other hand, provide instrumental support in the form of valuable academic guidance. The combination of these various forms of support creates a more conducive learning atmosphere, although the effect is not directly reflected in learning outcomes (Afifah, I., & Sopiany, 2018).

The insignificance of the relationship between social support and learning outcomes may be due to other variables that are more dominant in influencing academic achievement, such as intrinsic motivation, learning strategies, or even students' mental state. Social support seems to be more instrumental in maintaining students' emotional stability, which then supports them to remain consistent in undergoing the learning process. Thus, although it does not have a significant impact directly on learning outcomes, social support remains an important component that strengthens students' resilience in facing academic challenges (Tania & Hamson, 2024).

2. The Effect of Self-Efficacy on Learning Outcomes

Self-efficacy, which represents students' belief in their ability to complete academic tasks, also did not show a statistically significant effect on learning outcomes based on quantitative analysis. This may be surprising, given that many previous studies have shown that self-efficacy is related to learning motivation, time management strategies, and academic achievement. In this study, the insignificance of self-efficacy on learning outcomes may be influenced by external factors such as high academic load or limited learning resources, which hinder students from maximizing their potential despite having high self-confidence.

Through in-depth interviews, it was found that students with high self-efficacy tend to have the ability to manage their time well, stay focused on learning goals, and develop effective strategies to complete tasks. For example, some students stated that they were able to deal with the pressure of exams or large assignments by remaining calm and organized (Rodiyah Anggraini et al., 2024). However, they also acknowledged that sometimes environmental barriers, such as busy class schedules or limited access to learning resources, limit the effectiveness of their efforts, so the learning outcomes achieved do not always reflect their level of self-efficacy (Hasanah et al., 2024).

This shows that self-efficacy cannot have a direct impact on learning outcomes without adequate environmental support. Students need facilities and a supportive learning atmosphere to optimally utilize their self-efficacy. In addition, increasing self-efficacy needs to be balanced with learning practical skills such as time management and problem solving (Al-mubarak & Jannah, 2024). Thus, the influence of self-efficacy on learning outcomes becomes more apparent when supported by good learning strategies and a conducive academic environment.

3. The Effect of Social Support and Self-Efficacy Together on Learning Outcomes

When analyzed simultaneously, the combination of social support and self-efficacy also showed no significant effect on student learning outcomes. The R Square value of 0.009 in the regression analysis indicates that only 0.9% of the variance in learning outcomes can be explained by these two variables, while the remaining 99.1% is influenced by other factors not included in the research model. This suggests that the relationship between social support and self-efficacy on learning outcomes is very weak when viewed quantitatively, although the qualitative data shows a positive interaction between the two.

In-depth interview data revealed that social support and self-efficacy complement each other in helping students cope with academic pressure. Social support, especially from family and friends, can strengthen students' confidence when facing difficult tasks (Pokhrel, 2024). Conversely, students with high self-efficacy tend to be more able to utilize social support effectively, for example by asking friends or lecturers for help when facing difficulties (Tri Utama, 2022). This

combination creates a synergy that helps students stay motivated and empowered in the learning process, although it does not directly improve academic grades.

The insignificance of these quantitative results emphasizes that social support and self-efficacy may function more as supporting factors rather than main factors in determining learning outcomes. Other factors such as teaching methods, material quality and individual student characteristics may be more dominant in influencing academic achievement. Therefore, this study suggests a holistic approach in improving learning outcomes, which involves not only strengthening social support and self-efficacy, but also improving the learning system, developing the academic environment, and providing adequate resources.

CONCLUSION

Based on this discussion, it can be concluded that neither social support nor *self-efficacy*, either individually or together, have a statistically significant influence on student learning outcomes. Quantitative analysis shows that these two variables only have a very small contribution in explaining the variance in learning outcomes, with most of it influenced by other factors outside the study. However, the qualitative data provided additional insights into their strategic role in supporting student learning.

Social support, although not having a direct impact on learning outcomes, serves as an important element in maintaining students' emotional stability and motivation. Forms of support from family, friends and lecturers help students overcome academic challenges and create a more conducive learning atmosphere. On the other hand, *self-efficacy* contributes to students' confidence in facing academic tasks and helps them develop better learning strategies. However, these positive effects will not be optimal without adequate learning environment support.

Student learning outcomes are influenced by many complex and interacting factors. Social support and *self-efficacy* act as supporting elements that help students survive the academic process, but are not the main determinants of learning outcomes. Therefore, to significantly improve student learning outcomes, a more holistic approach is needed that includes optimizing social support, developing *self-efficacy*, improving teaching methods, and providing a supportive academic environment. These strategies are expected to create better conditions to help students achieve higher academic performance.

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