

ABSTRACT

Rangga, Andria. 2014. Relations Social Support and Self-Efficacy on Student Achievement SMA N 1 Kraksaan. Thesis. Malang: Faculty of Psychology of the State Islamic University of Maulana Malik Ibrahim.

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Learning achievement in the form of report cards is still a barometer for measuring the capacity of a person, in this case students in particular. Meanwhile, to achieve optimal learning takes a variety of factors driving that students were able to pass through the barriers that exist, because not all students are able to overcome obstacles and challenges in the learning process, and it is certainly going to affect student achievement outcomes than themselves. One theme that is closely related to learning achievement that is Self-Efficacy according to Bandura (1997) mendefinisikan that self-efficacy is the belief that one can perform a difficult task or overcome difficulties with all its capabilities. This research was conducted in SMA N 1 Kraksaan in order to determine the influence of social support and self-efficacy on learning achievement in grade XI SMA N 1 Kraksaan.

This study uses quantitative descriptive correlational research that attempts to explain or describe an event based on the data, while the correlation aims to discover whether there is a relationship between two or more phenomena. The research subjects are 40 respondents were selected using incidental sampling technique, namely the provision of a scale to subjects who were in the unit of analysis without first knowing the exact condition of the subject. Retrieval of data using two scales, the scale of social support, and self-efficacy scale. Analysis techniques used in data collection norms, percentage analysis and product moment correlation analysis using computer software, namely SPSS 16.0 for windows.

From these results it is known that the level of social support to students at SMA N 1 Kraksaan of sample 40 respondents have high levels of social support in the high category as much as 15% with 6 respondents, the category with the percentage being 70% and 28 respondents, the low category with a percentage of 15% and 6 respondents. While the level of self-efficacy learners 7 categories of respondents with a high percentage of 18%, the category of being as much as 26 percent of respondents with 64% and low categories as much as 7 percent of respondents with 18%. The relationship between social support and self-efficacy and achievement of learning visible figures Pearson correlation coefficient of .160, meaning a large correlation between social support and the learning achievement is 0,160 which means there is a correlation but on a small scale. meaning that there is a positive relationship between social support and self-efficacy on learning achievement in SMA N 1 Kraksaan.