

# The Influence of *Self-Efficacy* toward the Learners' Reading Literacy Skills by Applying *Problem Based Learning Model* Assisted by Learner-Pocket Book

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**Abstract**---The Influence of *Self-Efficacy* toward the Learners' Reading Literacy Skills by Applying *Problem Based Learning Model* Assisted by Learner-Pocket Book This research is a *quasi - experimental* research. This research applied the quantitative method. The population consisted of all fourth graders of Public Primary School 02 Karangayau, in academic year 2018/2019. There were 60 participants grouped into two classes, IV A and IV B classes. The sample was done by *non probability sampling* through saturated sampling. The data collection was done by providing 2 research instruments. They were test and non-test instruments. The test instrument consisted of reading literacy skill while the non-test instrument was a *self-efficacy* questionnaire. It consisted of positive and negative statements. The data were tested in terms of their regressions. The analysis results showed that *self-efficacy* influenced significantly the learners' literacy reading skills. The regression equation is  $Y = 1.255X - 24.427$ . It showed positive correlation with effective contribution 72.3%. The results recommended the teachers to design any learning process that could improve the learners' *self-efficacy*. It had purpose to improve the learners' literacy reading skills.

**Keywords:** *self-efficacy*, reading literacy, *problem-based learning model*, pocket book.

## I. INTRODUCTION

The learning in 2013 curriculum context is an integrated learning or presented per theme. The applied theme in the learning is adjusted to each core competence of each lesson. Besides using themes, the other characteristics of 2013 curriculum is scientific approach. Scientific approach is an approach that uses several stages such as: observing, inquiring, reasoning, attempting, and communicating. The learning process in 2013 curriculum is applied through integrated thematic based learning for all class levels. One of integrated courses is Social Science.

As a part of a learning processes, learners are the important parts. Because they are the core of teaching and learning processes. In the real teaching and learning process experienced by a learning

sometimes is engaged by hindrances. The main hindrances come from the learners. One of them is low *self-efficacy*. To engage with several tasks and examinations, learners need high efficacy and confidence to complete them. Such confidence is called as *self-efficacy*.

Yoanita (2016) argues that *self-efficacy* is an individual skills to reach his target. It is also a skill to predict how much efforts needed to reach the target. *Self-efficacy* influences an individual to take tasks individually, to strengthen his harnesses, and to reach a personal achievement. When it is compared to a doubt individual, an individual with high *self-efficacy* could carry out his task and participation better, much harder, and more durable. Thus, it would facilitate him to get the higher achievement. It could be concluded that a learning outcome of a high *self-efficacy* learners is surely higher than those with low *self-efficacy*. Learning outcome means a change of an individual's behavior. For example, from someone who knows nothing into someone who is knowledgeable.

*Self-efficacy* and learning behavior are psychological factors to influence in determining learning outcomes. *Self-efficacy* has important roles to encourage while learning behavior as strategy functions to obtain better learning outcomes. *Self-efficacy* refers to justification of individuals upon their skills to manage and execute any required action to reach their objectives and performance (Niu, 2010). Niu (2010) defines *self-efficacy* as an individual's confidence upon his skills to mobilize motivation, cognitive source, and required action to succeed in carrying out certain tasks in certain context. *Self-efficacy* is also defined as an individual's skill to do or believe what is experienced in his skill to manage and carry out the required program to reach objectives.

Learning media surely facilitates the teaching-learning process and has important roles as the moderating media in a teaching-learning process. The learning media is used by learners as a learning source. The most frequent learning source applied by learners and teachers is textbook.

According to Suyono (in Setiawati I.K, et al., 2013), a reading literacy is a basic skill of other literacy skills. *Progress in International Reading Literacy Study* (PIRLS) is an international study about reading literacy for fourth graders of primary school. The results of PIRLS 2006 toward the fourth graders' reading literacy achievement showed that Indonesia obtained a score percentage of 405. It was lower than the international average score, 500. Indonesia is also in the 41<sup>th</sup> rank from 45 countries. This result described that Indonesian children had lower reading habits so their reading understandings were categorized low.

Suryanan (2015) showed that (1) the Indonesian learners' reading skill average achievements were lower than the International median. (2) the problems solving skills were influenced by: (A) tendency to answer the questions based on guesses, (b) poor *stem* and question items, (c) poor discourse quality, (d) not maximum reading competence development, (e) insufficient reading habit development, (f) inaccurate literature theory taught for the learners, (g) various answers based on the teachers' and the learners' perspectives, and (h) alien question items appeared in national examination. The low reading skills of learners were also found in Bergbauer (2018) titled *Social Interaction Determinants of South African Reading Literacy Achievement: Evidence from prePIRLS 2011*. This research showed that 41% varieties in learners' reading achievement. It also proved the roles of the teacher and parents in predicting the increased scores of reading-writing achievements.

There are several applicable learning model that could improve the activeness and motivation of learners. One of them is emphasizing on daily problem solving. It is called Problem Based Solving model. Problem based learning is a learning model that could encourage learners to learn and cooperate in a group to find a real world solutions. Learners that have undergone learning process by using problem based learning would do the final test casually. They are habituated to face such problems in a learning process. This relax feeling and less pressure would make learners thinking more creatively and efficiently. Thus, they will obtain better results. Huang & Wang (2012) state PBL has purpose to facilitate students in improving intrinsic motivation, develop critical thinking, develop high level science, train them to be independent learners by cooperating and collaborating in groups, assist them identifying possible connection between relevant evidence and problems, and assist them to develop responsible and professional characteristics.

Based on the background, this research was interested to investigate the influential-internal factors of learner's reading literacy. It is *the self-efficacy*. It is entailed by the external factor as the support through Problem Based Learning model assisted by pocket book. Thus, this article is given a

title "the influence of *self-efficacy* toward the reading literacy skills through *Problem Based Learning* assisted pocket book media".

## II. METHODOLOGY

This quantitative research used *pretest-posttest* and *non-equivalent control group* designs. The population consisted of fourth graders at Karangayau 02 Public Primary School in academic year 2018/2019. The samples were taken by *non probability sampling* with saturated *sampling*. It is a sampling technique in which all population members are taken as the samples.

The applied instrument in this research is questionnaire to measure *self-efficacy* levels and literacy skill level of each student. The data were analyzed by using simple statistics formulas for the regression test.

## III. DISCUSSION

From the observation results during taking the data about the reading literacy skills, the researchers found several learners struggled to answer the questions. It did not happen to all students but there were some of them trying to cheat the whole answers of the questions. When the given time was over, the learners tried to complete the whole questions so the researchers asked the learners' answer sheets assertively. However, there were also several learners that stopped their attempts even they had difficulties to complete the questions. From the observation, it was obtained some learners tried to check their works before they were submitted. Jatisunda (2017) states that *self-efficacy* is a psychological aspect influencing significantly to students' success in completing tasks and problem solving questions excellently.

Based on the data analysis, the correlation between *self-efficacy* and the reading literacy skill had its regression line equation =  $1.255X - 24.427$ . The equation showed positive correlation between *self-efficacy* and the reading literacy skill. If the *self-efficacy* improved, the reading literacy skill would also improve. Dealing with the positive correlation, it was also supported by a study conducted by Munasiroh (2011). Her findings showed that *self-efficacy* had positive correlation to problem solving skills. Its positive correlation was due to the individual's *self-efficacy* could make an individuals not giving up while solving the problems. Thus, if an individual's *self-efficacy* is higher, he will try harder to solve problems. Therefore, it is the reason telling that *high self-efficacy* will lead to high problem solving skill. It is in line with Adirestuty (2017). The research found that the teacher's *self-efficacy* positively influenced the learners' learning achievements. The teacher's *self-efficacy* directly

and indirectly influenced the learners' achievements through learning motivation.

**Table 1.** The Recapitulation of Regression Test Results between *Self-efficacy* and Reading Literacy Skill

Model	ANOVA <sup>a</sup>				
	Sum of Squares	df	Mean Square	F	Sig.
Regression	1628.62	1	1628.262	70.320	.000 <sup>b</sup>
Residual	625.186	27	23.155		
Total	2253.448	28			

Dependent Variable: LITERACY

Predictors: (Constant), SELF\_EFFICACY

The table shows the sig score = 0.000 (0.05). It could be concluded there was a significant correlation of *self-efficacy* toward the reading literacy skills.

**Table 2,** the Regression Equation

Model	Coefficients <sup>a</sup>				
	B	Standardized Coefficients		t	Sig.
		Unstandardized Coefficients	Coefficients		
1(Constant)	-24.427			1.882	.071
SELF_EFFICACY	1.255	.150	.850	8.386	.000

Dependent Variable: LITERACY

Table 2 shows the constant value is -24.427 while the regression coefficient score is 1.255. Thus, the equation is  $Y = 1.225X - 24.427$ . The coefficient value is positive and could be interpreted that *self-efficacy* positively influenced the reading literacy skills. This result is supported by Hendriana (2019). The study recommended the teachers to design a learning process that could improve *self-efficacy* of learners to allow their communication skills improved.

#### IV. CONCLUSION

Based on the findings and discussion, it could be concluded that reading literacy skills were influenced by *self-efficacy*. Then, *self-efficacy* positively influenced the reading literacy skills. It meant higher *self-efficacy* leads to higher learners' reading literacy skills. The authors found the learners' reading literacy skills were influenced by *self-efficacy* factor. This, to improve the learners' *self-efficacies*, the learning should be designed properly.

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