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Differences in Self-Efficacy, Self-Management, and Achievement Index of Students in the Tadris IPS IAIN Kudus Study Program

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A B S T R A C T

Gender studies explain the differences in roles, positions, attitudes, behaviour, intelligence, and emotions between men and women. The concepts of study habits, adaptation, and academic assignments trigger differences in batches of students. On the other hand, the double burden students carry apart from academic interests can make students' achievement indexes fail to meet expectations. This triggers differences in intelligence and self-management based on the burden they carry. This research aims to determine whether there are differences in the self-efficacy, self-management, and achievement index of Tadris IPS IAIN Kudus students in terms of gender, batch of students, and student burden status. This research uses a quantitative approach and a survey method. The results show differences in self-efficacy, self-management, and achievement index based on gender. Women are taller than men. A review of the differences among the batch of students shows differences in self-efficacy and achievement index, while there is no difference in self-management. A review of student loads did not show differences in student self-efficacy, self-management, and achievement index. In conclusion, there are differences in gender, self-efficacy and achievement index based on the batch of students, but no differences in student status.

A R T I C L E   I N F O

1. INTRODUCTION

Life as a student is not uncommon for those who have other activities outside of college, such as actively joining organizations or working part-time. Those who balance college life with work do so for various reasons. The reasons are varied, from economic to psychological, and are related to the level of development, such as the desire to realise oneself, determine one's life independently, and want to be independent. There are also financial problems, such as the desire to help family finances, pay for independent college, and gain experience. However, students who work often experience fatigue and lack of sleep, which causes lecture activities not to run well and reduces the quality of work on assignments. Cohen considers student work part-time (Sumanggala et al., 2021, p. 150).

Students who participate in organizations have many benefits. They will gain knowledge that cannot be obtained in the classroom, develop new thinking and decision-making habits, develop soft skills such as communication skills, increase courage and leadership spirit, and much more. However, it is common for students to be too interested in participating in campus activities and influencing academic activities. The fact is that a situation like this can have an impact on a student's academic achievement index.

Results of an interview with Mr. Ahmad Fatah, S.Pd.I., M.S.I., Head of Tadris IPS IAIN Kudus Study Programme, regarding the dual responsibilities borne by students. He says student involvement in campus organizations is very important and can be an essential part of campus culture. If a student is not involved in an organization, his or her development will be hampered. Students who work have clear reasons, such as meeting their needs. Students who cannot manage time for both tasks will experience negative consequences.

When they are new students, they may have a different mindset. This is because they often need to learn about what it is like to be a student. Students undergo a transition period from high school to college. Therefore, newly admitted students experience a different environment (Irfan & Suprapti, 2014, p. 173).

The interview results with Mr. Ahmad Fatah show that the difficulties new students face are social and academic adaptations. Students begin to adapt in the third or fourth semester. This was conveyed by Mrs. Noor Fatmawati, M.Pd., secretary of the IPS IAIN Kudus Tadris Study Program. In other words, new students have a more minor tendency to adapt to the college environment. In other words, new students need time to adjust (Iflah & Listyasari, 2013, p. 33).

Referred to as "culture shock," the freshman transition involves significant social and psychological relearning. These include difficulties with new concepts, friends and teachers with different beliefs and values, new freedoms and opportunities, and different academic, personal, and social demands. Another issue in students' lives arises when lecturers assign assignments they often complete near the deadline. Several Tadris IPS IAIN Kudus students experienced this problem. Their inability to manage time effectively is evident in their procrastination behaviour. This will impact the quality of the assignment content (Putri & Sudaryat, 2020, p. 2433). Therefore, we can conclude that students' self-management skills during assignment completion lead to adverse outcomes.

Academic stress can arise from students who cannot control themselves. In the second and third years, students will be given assignments such as carrying out practicums, designing interventions, and writing papers. This is thought to cause academic stress. Academic stress is caused by various factors, including self-management (Febriana & Simanjuntak, 2021, p. 145). Third-year students need help in the world of lectures because courses are starting to progress towards study programmes and are considered increasingly tricky. Intermediate-level students usually need help managing time between lectures and activities outside of

college (Salim & Fakhturrozi, 2020, p. 176). When someone becomes a student, they face a number of problems, including too many assignments, poor time management, and many demands that must be met (Sagita et al., 2017, p. 44). Students can experience stress if these demands are not appropriately met (Sarafino & Smith, 2017, p. 61).

Student life is approaching the end of the study period, the circle of friends is experiencing a decline, and there is a critical phase of mental and physical health problems. Bachelor degree students receive a final assignment to complete at this stage. Lectures usually last for eight semesters or take four years. However, the study will only exclude them if they complete the task within the allotted time.

Two internal and external components are responsible for final-year students' difficulties in completing their final assignments. Internal factors include limited research time, lack of references, repeated revisions, difficulty determining the problem, title, measuring tools, and thesis sample. External factors include supervisors who are challenging to find, economic problems, a lack of consultation with supervisors, and supervisor. Other internal factors, such as lack of motivation, laziness about doing work, and not concentrating, as well as external factors, such as difficulty dividing time, lack of rest time, and fatigue, can hinder students from completing their final assignments (Etika & Hasibuan, 2016, p. 40).

Final students are just some of the students who experience the drop-out phenomenon. The academic sanction at the Kudus State Islamic Institute is dropping out of studies. This can happen for students with a cumulative achievement index of less than 2.00 in the second, fourth, sixth, and eighth semesters (Mundakir et al., 2019, p. 46).

This research aims to determine whether there are differences in self-efficacy, self-management, and achievement index among Tadris IPS IAIN Kudus students in terms of differences in gender, batch of students, and student burden status.

2. LITERATURE REVIEW

2.1. Self-Efficacy

The self-efficacy theory was introduced popular by Albert Bandura in 1977. Self-efficacy as an individual's belief in their skills in producing and demonstrating abilities when doing something that influences life events. Self-efficacy can measure a person's confidence in what they feel and think and their motivation to do something. A person's self-confidence in their ability to achieve specific goals is known as self-efficacy.

Self-efficacy has three dimensions or components. The first is the level or magnitude, which measures how high or low a person's ability to feel confident is. Second is strength, which measures the strength of a person's belief in their sense of belief, which includes the ability to survive by overcoming challenges and obstacles. Third, generalisation, or strength, measures a person's strength and resilience regarding their abilities.

2.2. Self-Management

Gie explains self-management as an effort to push oneself to progress, manage abilities, and develop life. Susanto believes that self-regulation can encourage the desire to fulfil needs, influencing a person's academic success. Adricondro said self-management is a person's ability to monitor themselves, including feelings, thoughts, and behaviour, to achieve learning goals (Welha, 2021, p. 27). This research focuses on academic self-management, popularised by Myron H. Dembo: "Academic self-management is a key term in understanding successful learners. Academic self-management controls the factors that influence their learning" (Seli & Dembo, 2020, p. 3).

According to Dembo, there are five dimensions of academic self-management. The first is motivation, consisting of beliefs, goals, hopes, and perceptions. Second are learning methods,

where appropriate learning methods and styles are needed to achieve optimal results. Third is the use of time, which emphasises the importance of time management in achieving academic success. Fourth, the physical and social environment, where high-achieving individuals often ask for help from others, creates a good learning environment. Individuals with this condition know when they should work alone or collaborate with others. Fifth, performance is when a person's characteristics can be monitored and controlled between initial goals and results (Seli & Dembo, 2020, pp. 7–12).

3. METHOD

In this field of research, a quantitative approach was used. A survey design was carried out, and data was collected using a questionnaire, not a tool practised by the researcher. The population of this study was all 387 students of the Tadris IPS IAIN Kudus Study Programme class of 2020, 2021, 2022, and 2023. Sampling was carried out using probability sampling, namely proportionate stratified random sampling using the Yamane/Slovin formula, then calculated using the proportional allocation formula, which obtained 198 students as samples.

Table 1. Population and Sample

Batch of Students	Number of Students	Sample
2020	90	46
2021	82	42
2022	103	52
2023	112	58
Total	**387**	**198**

Source: Primary Data 2023

Testing the validity of this research uses both construct validity and empirical validity. Construct validity was carried out on the questionnaire with the help of an expert validator, an expert lecturer in the field, namely educational psychology. Empirical validity is carried out to test the validity of instruments tested in the field. The provisions are that the instrument is said to be valid if R calculated > R table and when the significance value is <0.05. As for the reliability test with Cronbach Alpha, provided that the Cronbach Alpha value is > 0.60, the instrument is said to be reliable.

The prerequisite test in this research is the normality test, where a significance value > 0.05 means a normal distribution. The normality test results show an asymp. sig 0.000 means that the data's normality is not met, so non-parametric statistics are used.

4. RESULTS AND DISCUSSION

4.1. Respondent characteristics

The number of respondents in this research was 198 students as a sample, who were Tadris IPS students at the Tarbiyah Faculty of IAIN Kudus in the 2020–2023 class. The characteristics of the respondents in this study are a description that researchers need when testing research hypotheses consisting of gender, batch of students, and student status burden.

Table 2. Distribution of Participants Based on Gender

Gender	Frequency	Percentage
Male	59	29,8
Female	139	70,2
Total	**198**	**100**

Source: Primary Data 2023

Table 2 shows that the respondents' gender characteristics are 59 male students, with a percentage of 29.8%. Meanwhile, there are 139 female students, with a percentage of 70.2%. This explains why female students participate more dominantly than men. This is because there are more female students in the Tadris IPS IAIN Kudus study programme than male students.

Table 3. Distribution of Participants Based on Batches of Students

Batch of Students	Frequency	Percentage
2020	46	23,2
2021	42	21,2
2022	52	26,3
2023	58	29,3
Total	**198**	**100**

Source: Primary Data 2023

Table 3 shows the batches of students who participated in this research. We obtained the number of student samples from the proportional allocation formula through proportionate stratified random sampling.

Table 4. Distribution of Participants Based on Student Status

Status	Frequency	Percentage
Studying while working	56	28,3
Santri students	31	15,7
Join the organization	36	18,2
Studying while working and Santri students	4	2
Studying while working and Join the organization	7	3,5
Santri students and Join the organization	11	5,5
All	2	1
Not	51	25,8
Total	**198**	**100**

Source: Primary Data 2023

Table 4 explains that more students are burdened with studying while working. This is due to students' desire to reduce the burden on their parents regarding finances, gain experience in the world of work, and meet the demands of life's necessities.

4.2. Differences in Self-Efficacy, Self-Management, and Student Achievement Index in terms of Gender

Testing of differences in student self-efficacy, self-management, and achievement indexes based on gender was carried out using the Mann-Whitney test. The Mann-Whitney test is a non-parametric statistical test used to find differences between groups with two different criteria.

Table 5. Mann-Whitney Test for Differences between Men and Women

Testing	Self-Efficacy	Self-Management	Achievement Index
Mann-Whitney	3190,500	2864,500	2741,000
Wilcoxon W	4960,500	4634,500	4511,000
Z	-2,468	-3,353	-3,688
Asymp. Sig. (2-tailed)	,014	,001	,000

Source: SPSS Version 26 Calculations

Based on the table 5, the asymp. sig for the self-efficacy variable is 0.014 <0.05, indicating a difference between women and men in self-efficacy. The self-management variable is 0.001 < 0.05, indicating a difference between men and women in self-management. As for the asymp. sig for the cumulative achievement index variable 0.000 < 0.05 indicates a difference between men and women in the cumulative achievement index.

The differences between men and women in terms of self-efficacy, self-management, and student achievement index indicate differences in terms of gender. Gender studies define gender as not just limited to sex—in this case, male or female. However, gender is defined as a social concept that differentiates the roles of women and men. More clearly, roles, functions, and positions in various lines of life and development differentiate gender, not differences based on nature or biology (Handayani & Sugiarti, 2017, p. 4). This research derives the concept of gender by examining the emotional and intellectual differences between men.

The differences in self-efficacy, self-management, and achievement index between male and female students show that women tend to have higher grades than men. Women's average cumulative score is higher than men's, 166 > 157. The average score for self-management is 228 for women, while for men it is 216. Furthermore, the average cumulative achievement index score is 3.74 for women and 3.68 for men.

Grouped differences in intelligence and emotions between women and men. Some of them, namely aspects of self-confidence, level of influence, overcoming problems, and superior thinking, men tend to be superior to those women. The results of this research illustrate that men are sometimes superior to women in terms of levels of influence, self-confidence, overcoming problems, and superior thinking. Handayani and Sugiarti explained that the classification of differences between men and women in terms of emotions and

intelligence, is not always correct; in other words, the opposite can happen (Handayani & Sugiarti, 2017, p. 7).

4.3. Differences in Self-Efficacy, Self-Management, and Student Achievement Index Based on Student Generation

Testing differences in student self-efficacy, self-management, and achievement indexes based on batches of students was carried out using the Mann-Whitney and Kruskal-Walls tests. The Kruskal-Walls test is a non-parametric statistical test used to test unrelated samples. In this case, the Mann-Whitney test was carried out to test whether there were differences in student self-efficacy, self-management, and achievement index through two criteria in the batch of students. The Kruskal-Walls test was carried out to test whether there were simultaneous differences in student self-efficacy, self-management, and achievement indexes.

Table 6. Differences between the class of 2020 and the class of 2021

Testing	Self-Efficacy	Self-Management	Achievement Index
Mann-Whitney	775,500	853,000	585,000
Wilcoxon W	1678,500	1756,000	1666,000
Z	-1,592	-,945	-3,189
Asymp. Sig. (2-tailed)	,111	,345	,001

Source: SPSS Version 26 Calculations

Based on the table 6, the asymp. sig for the self-efficacy variable is 0.111 > 0.05. For self-management, it is 0.345 > 0.05, indicating no difference in self-efficacy or self-management between students in the 2020 and 2021 classes. Asymp. sig for the cumulative achievement index variable is 0.001 < 0.05, indicating a difference in the achievement index between students from the classes of 2020 and 2021.

The difference in achievement index shows that the mean rank for fourth-year students is 36.22 and 53.57 for third-year students. This explains why the achievement index of third-year students is higher than that of fourth-year students, based on the research sample.

Table 7. Differences between the class of 2020 and the class of 2022

Testing	Self-Efficacy	Self-Management	Achievement Index
Mann-Whitney	964,000	1111,000	1146,000
Wilcoxon W	2342,000	2489,000	2227,000
Z	-1,652	-,605	-,356
Asymp. Sig. (2-tailed)	,098	,545	,722

Based on the table 7, the asymp. sig for the self-efficacy variable is 0.111 > 0.05 and for self-management, which is 0.345 > 0.05, and the achievement index, which is 0.722 > 0.05, shows that there is no difference in self-efficacy, self-management, or achievement index between students from the classes of 2020 and 2022.

Table 8. Differences between the class of 2020 and the class of 2023

Testing	Self-Efficacy	Self-Management	Achievement Index
Mann-Whitney	904,000	1035,000	304,500
Wilcoxon W	2615,000	2746,000	2015,500
Z	-2,815	-1,958	-6,742
Asymp. Sig. (2-tailed)	,005	,050	,000

The value of the asymp. sig is shown in the table for the self-efficacy variable is 0.005 < 0.05, self-management is 0.05, and the achievement index is 0.000 < 0.05, indicating differences in self-efficacy, self-management, and achievement index between students from the classes of 2020 and 2023.

The difference in self-efficacy obtained in the mean rank for students from the class of 2023, namely 45.09, and students from the class of 2020, namely 61.85, This explains why the self-efficacy of students in the class of 2020 is greater than that of students in the class of 2023, based on the research sample. The difference in self-management obtained a mean rank for first-year students, namely 47.34 and fourth-year 59. This explains why fourth-year students' self-management is higher than first-year students. Furthermore, the difference in achievement index shows that the mean rank for students from the class of 2023 is 34.75 and for the class of 2020, namely 74.88. This explains why the achievement index for students in the class of 2020 is higher than that of students in the class of 2023.

Table 9. Differences between the class of 2021 and the class of 2022

Testing	Self-Efficacy	Self-Management	Achievement Index
Mann-Whitney	1082,000	1027,000	738,000
Wilcoxon W	1985,000	1930,000	2116,000
Z	-,076	-,495	-2,695
Asymp. Sig. (2-tailed)	,939	,621	,007

The value of the asymp. sig is shown in the tablefor the self-efficacy variable is 0.939 > 0.05, and the asymp. sig for self-management is 0.621 > 0.05, indicating no difference in self-

efficacy or self-management between students from the classes of 2021 and 2022. The asymp. sig for the cumulative achievement index variable is 0.007 < 0.05, indicating a difference in the achievement index between students from the classes of 2021 and 2022.

The difference in achievement index shows that the mean rank for second-year students is 40.69 and 55.93 for third-year students. This explains why the achievement index of third-year students is higher than that of second-year students, and Dewi's research results support this, indicating that second-year students experience higher levels of perceived academic stress than third-year students (Safitri & Dewi, 2020, p. 37). Academic stress is related to the achievement indeks (Mentari, 2018, p. 80). That third-year students have better social relationships than the previous year. Jain explained that the level of adjustment of third-year students is higher than that of second-year students (Jain, 2017, p. 12).

Table 10. Differences between the class of 2021 and the class of 2023

Testing	Self-Efficacy	Self-Management	Achievement Index
Mann-Whitney	1084,000	1108,000	139,000
Wilcoxon W	2795,000	2819,000	1850,000
Z	-,936	-,769	-7,539
Asymp. Sig. (2-tailed)	,349	,442	,000

Source: SPSS Version 26 Calculations

The value of the asymp. sig is shown in the table for the self-efficacy variable, which is 0.349 > 0.05, and for self-management, which is 0.442 > 0.05, indicating no difference in self-efficacy and self-management between students from the classes of 2021 and 2023. The asymp. sig for the cumulative achievement index variable is 0.000 < 0.05, indicating a difference in the achievement index between students from the classes of 2021 and 2023.

The difference in achievement index is that the mean rank for students from the class of 2023 is 31.90, and for students from the class of 2021 is 76.19. This explains why the achievement index of students in the class of 2021 is higher than that of students in the class of 2023.

Table 11. Differences between the class of 2022 and the class of 2023

Testing	Self-Efficacy	Self-Management	Achievement Index
Mann-Whitney	1252,000	1233,500	321,000
Wilcoxon W	2963,000	2944,500	2032,000
Z	-1,533	-1,644	-7,110
Asymp. Sig. (2-tailed)	,125	,100	,000

Source: SPSS Version 26 Calculations

Based on the table 11, the value of asymp is sig for the self-efficacy variable is 0.125 > 0.05 and for self-management, which is 0.100 > 0.05, indicating no difference in self-efficacy and self-management between students from the classes of 2022 and 2023. The asymp. sig for the cumulative achievement index variable is 0.000 < 0.05, indicating a difference in the achievement index between students from the classes of 2022 and 2023.

The difference in achievement index is that the mean rank for students from the class of 2023 is 35.03 and for students from the class of 2022, namely 78.33. This explains why the achievement index for students in the class of 2022 is higher than that of students in the class of 2023. Next, a Kruskal-Walls test was carried out to determine whether there were differences in self-efficacy, self-management, and student achievement indexes based on the classes measured simultaneously and obtained in the following table.

Table 12. Results of the Kruskal-Walls Test on Student Forces

Testing	Self-Efficacy	Self-Management	Achievement Index
Kruskal-Walls H	8,387	4,504	87,919
Df	3	3	3
Asymp. Sig	,039	,212	,000

Source: SPSS Version 26 Calculations

Based on the table 12, the asymp. sig for the self-efficacy variable is 0.039 < 0.05, and the achievement index is 0.000 < 0.05, which shows that there are differences in self-efficacy and achievement index between students from the classes of 2020, 2021, 2022, and 2023 that are measured simultaneously. As for the asymp. sig value for the self-management variable is 0.212 > 0.05, indicating no difference in self-management between students from the classes of 2020, 2021, 2022, and 2023 who were measured simultaneously.

4.4. Differences in Self-Efficacy, Self-Management, and Student Achievement Index Based on Student Status

Testing differences in student self-efficacy, self-management, and achievement index based on student status was conducted using the Kruskal-Walls test. The Kruskal-Walls test was used to gather data on the differences in student status. The student status in question consists of 8 groups, including studying while working, santri students, joining a campus organization, studying while working and santri students, santri students and joining a campus organization, studying while working and joining a campus organization, all, and none.

Table 13. Kruskal-Walls Test Results on Student Status

Testing	Self-Efficacy	Self-Management	Achievement Index
Kruskal-Walls H	12,040	7,828	5,604
Df	7	7	7
Asymp. Sig	,099	,348	,587

Source: SPSS Version 26 Calculations

The value of the asymp. sig is shown in the table of the self-efficacy variable is 0.099 > 0.05, indicating no difference in self-efficacy between students with the status of studying while working, santri students, joining a campus organization, studying while working and santri students, santri students and joining a campus organization, studying while working and joining a campus organization, all, and none.

Asymp. sig value, the self-management variable has a statistical significance of 0.348 > 0.05, suggesting no significant difference in self-management between students with the status of studying while working, santri students, joining a campus organization, studying while working and santri students, santri students and joining a campus organization, studying while working and joining a campus organization, all, and none. Regarding working students, this research is in line with previous research, which revealed that there were no differences regarding self-regulation or learning motivation between working and non-working students (Istia'dah, 2018, p. 6; Timbang, 2014).

Asymp. sig value, the cumulative achievement index variable has a statistical significance of 0.587 > 0.05, suggesting no significant difference in the cumulative achievement index between students with the status of studying while working, santri students, joining a campus organization, studying while working and santri students, santri students and joining a campus organization, studying while working and joining a campus organization, all, and none. Regarding students who are active in organizations, the results of this research are similar to Gefari's research, which revealed no differences regarding learning achievement between students who were active in organizations and those who were not active in organizations (Gefari, 2020).

5. CONCLUSION

There are differences in student self-efficacy, self-management, and achievement index when viewed from the perspective of gender differences. Women tend to have higher self-efficacy, self-management, and achievement index than men. The batch of students tested simultaneously revealed differences in their self-efficacy and achievement index. However, there was no difference in self-management in terms of the batch of students tested simultaneously, which showed no difference in self-management. There is no difference in student self-efficacy, self-management, and achievement index when viewed from the student status and tested together.

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